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ABSTRACT

Country profiles compiled through a survey of distance education in Africa form the contents of this document. International organizations and 35 countries were surveyed: Algeria; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Central African Republic; Chad; Congo (Brazzaville); Djibouti; Ethiopia; Gambia; Ghana; Guinea; Ivory Coast; Kenya; Lesotho; Liberia; Malawi; Mali; Mauritius; Mozambique; Namibia; Nigeria; Rwanda; Somalia; Sudan; Swaziland; Tanzania; Togo; Tunisia; Uganda; Zaire; Zambia; and Zimbabwe. Some or all of the following information is presented for each country: population, area, languages, and per capita income; overview; and institutions involved in distance teaching. For each institution the following is included: address, contacts, aims and objectives, staff size, annual budget, course details, research, and special features. (NLA)

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ED343014

New Papers on Higher Education

Studies and Research

4

AFRICA: A Survey of Distance Education 1991

A study conducted by:
The International Council for Distance Education and The International Centre for Distance Learning

Co-ordinator:
Keith Harry

U.S. DEPARTMENT OF EDUCATION
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Studies published in the series "New Papers on Higher Education: Studies and Research":

1. **Evaluation Procedures used to Measure the Efficiency of Higher Education Systems and Institutions.** A study conducted by: The International Association for Educational Assessment. Coordinator: W.B. Dockrell. Unesco 1990. ED-90-WS-10 (English only)

2. **Study Service in Adult Education: Analysis of an Experience.** A study conducted by The Faculty of Education, University of Luján, Argentina. Coordinator: Silvia Brusilovski. Unesco 1990. ED-89/WS-103 (English/French)

3. **L'Enseignement supérieur et le monde du travail.** A study coordinated by Noel Terrot for the World Federation of Teachers' Unions. Unesco 1990. ED-90/WS-40 (French only

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

AFRICA:

A SURVEY OF DISTANCE EDUCATION 1991

Prepared by

Magnus John

International Centre for Distance Learning

for UNESCO

4

NOTE BY THE SECRETARIAT

As an innovative system of education, distance education continues to evolve and expand. Because of its versatility and diversity, it is able to design new programmes, attract new learners and experiment in the use of ever-advancing technology.

Throughout UNESCO's long involvement in distance education, strong emphasis has always been placed on specific tenets which should underpin the development of any system of this type: clear policy making, the sharing of resources, the necessity for a strong infrastructure of highly trained academic and administrative personnel to assure academic standards and the need to develop closer linkages between higher education and the world of work.

Excellence in distance learning requires solid technical support for the development and exchange of instructional materials and for improved methodologies and evaluation strategies.

Amongst the priorities identified during the UNESCO International Consultation on Higher Distance Education, held at Deakin University, Victoria, Australia from 6-11 September 1987, special emphasis was placed on the importance of efficient and effective collection and dissemination of statistical data and information. To further this objective, UNESCO has undertaken several important initiatives:

- in collaboration with the International Council for Distance Learning at the Open University, U.K., a survey on Higher Level Distance Education Resources worldwide was carried out in 1988-1989. This can be consulted on-line or in printed form and covers some 200 institutions in all regions of the world.

- the present survey, also carried out with the same partners, is designed to focus on one particular region, Africa, and to provide more detailed information on available resources. In this way, it becomes a guide to distance education.

- action in relation to distance learning in Africa is especially timely as a follow-up to the Seminar on Distance Education held in Arusha, Tanzania from 24 to 28 September 1990. This event aroused great interest in view of the potential for education and training which can be realized through systems of distance teaching and learning.

- a similar document on higher distance education resources in Latin America and the Caribbean, will be published at the same time.

- for the Asia and Pacific region, UNESCO is cooperating with the National Institute of Media Education, Tokyo, Japan, to publish a survey of resources related to distance learning. This will be ready at the end of 1991.

It is hoped that this increased information on higher education distance education resources, both human and material, will help promote a better exchange of expertise in this field.

UNESCO reminds interested readers that it has published a worldwide Survey of Higher Distamce Education Resources in collaboration with the ICDL and the ICDE. This may be consulted on line at the ICDL, the Open University, U.K. It is also available in printed form from UNESCO.

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AFRICA : A SURVEY OF DISTANCE EDUCATION 1991

INTRODUCTION

This survey of distance education in Africa has been compiled in the International Centre for Distance Learning (ICDL), located on the campus of the Open University in the United Kingdom, at the request of UNESCO and the International Council for Distance Education. It is a follow up to the survey which was tabled at the UNESCO Seminar on Distance Education in Africa, held in Arusha, Tanzania, 24-28 September 1990. Both studies have been undertaken by Magnus John of ICDL. The assistance of Norman Ryan of the Agence de Cooperation Culturelle et Technique in Paris, who provided the names of contacts and institutions in francophone countries in Africa, is acknowledged with thanks.

Since Arusha, some delegates who attended the Seminar have provided up-to-date information about the activities of their organizations. It is hoped that subsequent revisions will take into account any new data which are received.

The volume of information listed in the entry on each country differs due to several factors. Certain countries have yet to set up distance teaching systems. In other instances, only partial data was provided.

Thus, any omission is regretted, but it is hoped that users of this material will assist the ICDL by sending information which can be included in future revisions.

It has been the intention to list as much information as possible for each entry in order to reflect the scope of programmes and activities of institutions within countries. Details provided under "Projects" and "Special Features" are intended to supplement operational information.

As a working tool, this survey lends itself to constant revision, since there are developments taking place in distance education all the time. Distance education practitioners, planners and other users of the survey are invited to continue to help ICDL so as to improve the quality of its material.

Keith HARRY. PhD
Director
International Centre for
Distance Learning
The Open University
United Kingdom

AFCA-SIPCA INTERNATIONAL

Headquarters Regional Headquarters for West Africa
01 BP 4151
Abidjan 01
IVORY COAST

Telephone (+225) 44-50-29

Contact Mr Ibrahim DOUCOURE (Regional Director)

OVERVIEW

AFCA-SIPCA International was established in 1952 and started its operations in West Africa from Abidjan in 1970. The organisation now has seven other permanent offices in francophone West Africa: Senegal, Guinea, Burkina Faso, Mali, Niger, Benin, Togo. The activities of AFCA-SIPCA, however, extends beyond Africa to Europe (France), the Caribbean, the Pacific, and the Indian Ocean.

AFCA-SIPCA specialises in economic development, in staff training for companies, consultancy work, in work programmes intended to improve performance and efficiency.

It is in its training programmes that AFCA-SIPCA employs the use of audio-visual materials. It is also reported that use of printed materials has been made in training sessions and that an extensive use of distance teaching strategies was envisaged for subsequent work. Having collaborated with INADES-Formation, which also operates from the Ivory Coast, the prospect for further joint activities looks promising.

Apart from the details provided below about its provision of services to various industries, no information is available about the spread of its activities in other African countries.

The following reference forms the main source which has been consulted in preparing the above overview:

AFCA-SIPCA (1990) *Domain d'Intervention*, Abidjan: AFCA-SIPCA

Organisational Details

Date institution was established: 1970

Aims and objectives

i) To advise and train staff of large and small organisations for effective and high quality service

ii) To work in a consultancy capacity and/or undertake training courses for international organisations

iii) To evaluate specific needs of client organisations prior to the planning of training programmes

Media & methods

Produces training materials for specific programmes, uses video and other audio-visual aids

No. of staff

2 permanent staff + several engaged on part-time contracts

Subject areas

All management fields for small and large enterprises suitable for middle managers in banking, agriculture, civil service, transport, hotels, craft industry

Projects

Completed or currently in progress:

i) World Bank
ii) Air Afrique
iii) Several French corporations
iv) Civil Service - Ministry of Agriculture
v) African Development Bank
vi) Timber Technology
vii) Hotels
viii) Transport
ix) Craft industry

Special Features

1. AFCA/SIPCA is run strictly on commercial lines.

2. The organisation recently introduced distance education programmes to widen the scale of its operations; experts expected from France

3. AFCA/SIPCA has a list of 224 consultants with special knowledge in 14 disciplines including Law, Agriculture, Physics, Commerce, Marketing, Management, Computer Technology, Medicine,Mechanical Engineering

4. AFCA/SIPCA is planning to extend its training programmes to include senior management staff of organisations

5. AFCA/SIPCA currently has national offices in the following African

countries: Cameroon, Congo (Brazzaville), Gabon, Madagascar, Senegal, Guinea, Mali, Togo.

6. AFCA-SIPCA also collaborates with other international organisations in development work, e.g., INADES -Formation.

AFRICAN MEDICAL AND RESEARCH FOUNDATION (AMREF)

Headquarters	Wilson Airport P.O. Box 30125 Nairobi KENYA
Telephone	(+254 2) 501301
Telex	23254 AMREF
Fax	(+254 2) 506112
Contact	Director

OVERVIEW

The African Medical and Research Foundation (AMREF) is an independent non-profit making organisation which has been in operation in Africa for over thirty years and is primarily concerned with the improvement of primary health care in the region, particularly in the rural and remote areas, where services are usually sparse and inadequate.

The spread of AMREF's work in Africa, in Tanzania, Uganda, Zimbabwe, Kenya and Somalia reflects the common need for provision of health services in these countries and beyond. Training by traditional face-to-face method is not only expensive in terms of human and other resources, conducting such courses requires enormous administrative effort and planning. AMREF's decision to develop courses which can be used in several countries not only enables it to realise economy of scale, it also encourages paramedics to study at their own pace and in their own time while still in gainful employment. It is not surprising either that AMREF's courses and programmes have achieved popular recognition: their adaptability to suit local needs elsewhere is an indication of the appeal they enjoy.

The Distance Teaching Unit at AMREF is small, but its impact is already being felt in other countries. There is no doubt that AMREF's other activities, particularly its evaluation and research into health and other related subjects, provide ideas which become useful in the development of their training courses.

The following references form the main sources which have been consulted for the above overview:

1. OMONDI, C (1986) *Distance teaching at AMREF: a case study*, London: University of London, Institute of Education (DICE & IEC)

2. *AMREF: Distance Education for Health Workers for 1990*, Mimeograph

Organisational Details

Date institution was established: 1957; correspondence courses in 1982

Aims and objectives	i) To provide ground mobile services to nomadic pastoralists ii) To promote health education by distance method, particularly to health and community development workers in rural areas iii) To undertake medical research into tropical diseases iv) To plan, evaluate and advise on health matters and health development projects v) To develop, print and distribute training manuals, medical journals and health education materials vi) To ensure that airborne support, where necessary, is available for remote health facilities, including medical, surgical and public health services
Media & methods	Printed training materials, audio-visual material, tutor-marked assignments, radio, audio-cassette
No. of staff	Employs over 400 staff in Africa in more than 40 projects
Subject areas	Medical, Primary Health Care

Special Features

1. AMREF operates in several countries in eastern/southern Africa, e.g., Kenya, Tanzania, Uganda, Ethiopia, Somalia and Zimbabwe.

2. AMREF has official relations with the World Health Organisation (WHO)

3. AMREF has offices in Canada, Denmark, France, Germany, Sweden, United Kingdom, United States of America and The Netherlands for the purpose of fundraising, staff recruitment, and liaison with government and other international organisations.

4. AMREF assists with projects in other countries in Africa where offices have been established, e.g., Tanzania, Uganda

INADES - FORMATION

Headquarters	08 BP 8 Abidjan 08 IVORY COAST
Telephone	(+225) 44-31-28
Telex	c/o 23827
Contact	Mr Edouard de LOISY (Director)

OVERVIEW

INADES-Formation is a non-governmental organisation with an international outlook engaged in development projects in several countries in Africa. With its headquarters based in Côte d'Ivoire, INADES-Formation has gone through a series of transformations by means of self-evaluation to discover what its main focus and role in development should be. Over the years there has evolved a firm conviction that development projects adopting distance teaching techniques should be its main focus.

Established in 1962 by a group of French Jesuits, INADES-Formation has come to focus its interest in a number of specific areas, namely, rural development, community development and agricultural training. Through its correspondence materials, seminars and magazine called *Agripromo*, INADES-Formation has increased its impact on its target audience - rural farmers, adult illiterates of both sexes, agricultural workers, both literate and semi-literate - to the point that its influence has now spread to several other countries in Africa.

The correspondence materials developed by INADES-Formation are written in basic French thereby lending them readily for translation into local African languages where appropriate. Their transferability to other national situations with little revision reflect not only a generic issue of development common to a number of African countries but also their adaptability to other social and cultural contexts. Through its national offices INADES-Formation is able to keep in touch with its target audience by using its staff of trainers at grass roots level, not only to identify with local specific problems but also to be in a position to evaluate the impact of the courses on their clients.

The international outlook of INADES-Formation in Africa stems from the popularity of its programmes, its awareness of the needs of its target audience by direct involvement, its continuous evaluation and research programmes, and its willingness and ability to work in a variety of projects with agents from a variety of political persuasions.

As a result of its international outlook and reputation in the development of training packages, INADES-Formation is often consulted by training

agencies and called upon to participate in the development of training programmes in terms of content, method of delivery and pedagogy. In the same way, INADES-Formation operates at the national level where it often collaborates with governments or their agencies in the development and implementation of local programmes, ranging from rural development to literacy campaigns. In every case, the respective national offices cater for and administer to local needs, but always drawing inspiration and experience from the core of materials and personnel available from within the organisation.

The following references form the main sources which have been consulted in preparing the above review.

1. AFRICAN INSTITUTE FOR ECONOMIC AND SOCIAL DEVELOPMENT, African Training Center (1985) *What is INADES-Formation?*, Abidjan: INADES-Formation

2. INADES-FORMATION (1989) *Rapport d'activité 1987-1988*, Abidjan: INADES-Formation

Organisational Details

Date institution was established: 1962

Aims and objectives

i) To engage in adult education (non-formal) mainly through correspondence courses in economics, sociology, agriculture, planning and development

ii) To work for the social and economic advancement of the people of Africa

iii) To engage through participation in the transformation of African societies (with particular reference to rural development programmes)

iv) To engage in training programmes for rural working adults in the field in order to achieve a high quality technical education at a distance

v) To increase the impact of training programmes by creating a close network of relations among trainers and trainees

Media & methods

Produces agricultural training materials, audio-visual aids and educational booklets on cooperatives. INADES-Formation also

organises workshops and seminars close to the homes of participants.

- INADES-Formation produces a magazine every quarter - *Agripromo* - aimed at development workers, farmers and readers with an interest in rural development.

No. of staff 225 in 10 national offices

Special Features

1 An international organisation with national offices in Burkina-Faso, Burundi, Cameroon, Ethiopia, Ivory Coast, Kenya, Rwanda, Chad, Togo, Zaire.

2. Courses are not only written in basic French but are also adapted and translated into several African languages, e.g. in Burundi (Kirundi), in Kenya (Swahili), in Rwanda (Kinyarwanda), in Chad (Moore), in Zaire (Lingala and Ciluba). Translations into other languages (Arabic, English and Spanish) have been made by the FAO for distribution in South-East Asia and Latin America.

3 Evaluates its own programmes and undertakes research for private and public organisations in development programmes or rural training.

4. INADES-Formation is often engaged or consulted by training agencies for advice.

5 The Panafrican structure of INADES-Formation has facilitated its training influence in some other African countries such as Senegal, Mali, Niger, Gabon, Benin, Congo, Central African Republic, Sudan, Tanzania, Comoro Island and Madagascar.

ALGERIA

COUNTRY PROFILE

Population	c.25 m (1991)
Area	2,381,741 sq. km.
Languages	Arabic, Berber, French
GDP per capita	US $ 2213 (1988/89)

OVERVIEW

Two major education divisions in Algeria vested with the responsibility of planning and administration of its education system are the Institut Pédagogique National (IPN) and the Centre National d'Enseignement Generalisé (CNEG). Under the direction of the CNEG are run Algeria's distance education programmes, utilising fifteen centres at its disposal for country-wide provision of its support services.

Since the CNEG has a nation-wide remit for the organisation, administration and teaching methods of the country's education system, the range and scale of CNEG's operation and activities can only be described as extensive. (REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE, MINISTERE DE L'EDUCATION ET DE ENSEIGNEMENT FONDAMENTAL, 1981, p. 8)

The introduction of a variety of programmes by distance teaching methods has resulted in a number of benefits to the nation, not least the significant uptake of female students who register for a number of its programmes. (M'HAMSADJI, K, 1990, p 3)

It is also reported that, since the inception of CNEG's distance teaching programmes, more than one million persons have enrolled in the various courses and programmes which have been offered.

The following references form the main sources which have been consulted in preparing the above overview:

1. "Le CNEG dans la cité", in *La Vie Algeroise*, No. 3, Juillet 1990.

2. M'HAMSADJI, K (1990) *Enseignement à Distance: Le Centre d'Enseignement Généralisé, Ecole de la Volonté*. Paper submitted at the UNESCO Distance Education Seminar on Africa held in Arusha, Tanzania, 24-28 September 1990.

3 REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE, MINISTERE DE L'EDUCATION ET DE L'ENSEIGNEMENT FONDAMENTAL (1981) *Le Mouvement educatif en Algerie (1978-81). Rapport à la 38e Session de la Conférence Internationale de l'Education, Génève - Novembre 1981*, Alger: Ministère de l'Education

INSTITUTION INVOLVED IN DISTANCE TEACHING

Centre National d'Enseignement Généralisé

Address	43, rue Ben Cheneb B P. 99 16003 Alger ALGERIA
Telephone	(+ 213 2) 62 65 26/62 90 91/57 68 83/85/87
Contact	M. Mohand BENMOUHOUB (Secrétaire Général)
Date institution was established:	1969 [From 1963 to 70, L'Ecole du Travail, established by the Ministry of Education, offered training courses for primary school teachers but merged in 1970 with the above]
Aims and objectives	To make widely available teaching and training opportunities which are outside the formal structures
No. of staff	450 full-time (2,300 part-time)
No. of students	100,000
Approx. No. enrolled annually	75,000

Annual Budget

Budget allocation	50 million Algerian Dinars (US$10m)
Source of funding	Government funding Students' fees Receipts from sale of course materials

Courses Details

Educational level	i) General and technical education to baccalauréat level

	ii) Education in preparation for certificate and diploma of different levels
	iii) Specialist (professional) training
Eligibility	Educational level or qualification determines eligibility
Subjects taught	Literary, scientific and socio-economic subjects which are part of the training programme
Media & methods	Printed course material, local press, audio/ video cassettes, radio broadcast, telephone, group study

Research

Projects	Applied research concerning the methodology and concepts of written and audio-visual materials employed in teaching at a distance CNEG is currently collaborating in a number of projects, e g , with the Université de l'Enseignement Continue, participating in an operation concerning young people, revising the content of the printed curriculum and audio-visuals used for teaching and training purposes, the preparation of worked examples to raise the level of students preparing for the baccalauréat

Special Features

1 Use of regional centres for a nation-wide coverage of CNEG's activities

2 Use of other resources available for use in formal education to enhance distance teaching activities.

BENIN

COUNTRY PROFILE

Population	4.10m (1988-89)
Area	112,622 sq km.
Languages	French, Fon, Yoruba, Bariba, Dendi
GDP per capita	US$243 (1988-89)

OVERVIEW

The Institut National pour la Formation et la Recherche en Education (INFRE) is the central body in Benin which has responsibility for training and research in education (REPUBLIQUE POPULAIRE DU BENIN, 1984, p 1). It is part of the structure which supports the National Revolutionary Council's National Programme for the Edification of the New School, whose ideological concept places emphasis on practical training that is relevant to the environment and working life of people (PLIYA, J, 1979, p. 7) The role of correspondence education within the new structure is under the direction of the Service de la Formation Permanente (SFP).

Working in conjunction with the SFP is the Division de la Radio-Télévision Educative, since the latter has as part of its remit to assist in the training of education personnel who produce programmes which form part of the package for teaching at a distance.

The following references form the main sources which have been consulted in preparing the above overview

1. REPUBLIQUE POPULAIRE DU BENIN, INSTITUT NATIONAL POUR LA FORMATION ET LA RECHERCHE EN EDUCATION (1984) *Structures et organisation de l'Institut National pour la Formation et la Recherche en Education (I.N.F.R.E.)*, Porto-Novo Institut National pour la Formation et la Recherche en Education

2. PLIYA, J (1979) *Benin: educational reform and financial implications*, Dakar, UNESCO Regional Office for Education in Africa (NEIDA, Innovations and Change, No. 1)

INSTITUTION INVOLVED IN DISTANCE TEACHING

Institut National pour la Formation et la Recherche en Education

Address	B.P. 200, Porto Novo, REPUBLIQUE du BENIN
Telephone	(+229) 21-32-31/21-29-26
Contact	Mr Gbadamassi MOUBACHIROU (Directeur)
Date institution was established:	1977 (known then as IPN Pedagogic Centre)
Aims and objectives	i) To undertake training and research ii) To prepare and monitor the implementation of curriculum at primary and secondary education levels iii) To provide in-service training at a distance for primary school teachers iv) To train senior administrators in education at school level (principals, inspectors, etc)
No. of staff	200 (part-time)
No. of students	Between 22-30 selected annually from about 200 applicants

Annual Budget

Budget allocation	FCFA5,700,000 (US$19,000)
Source of funding	Government of the Republic of Benin and student fees
Sponsorships	International cooperation with France
Resources	Instructional material, printing facilities

Courses Details

Educational level	Continuing education: teacher training
Eligibility	Teachers in post selected for training
Subjects taught	Psychology, pedagogy, commentary and analysis
Media & methods	Closed circuit television, printed material, audio-visual material

Research

Projects

i) Orientation of mature students to formal education

ii) Developing concepts for curriculum development

iii) Textual writing

Special Features

1. Provides service to research in education

2. Provides training for education personnel

BOTSWANA

COUNTRY PROFILE

Population	1.14 m (1988/89)
Area	582,000 sq. km.
Languages	Setswana, English
GDP per capita	US $ 728 (1988/89)

OVERVIEW

Shortage of skilled indigenous manpower in Botswana has a long history, which is derived from its very narrowly based educational system. The dependence on expatriate staff to provide special skills in what were regarded as sensitive areas of government was also seen as a deterrent to national development. So, soon after independence was granted in 1966, the Government began its drive to ameliorate the situation by starting with teacher education provision. Between 1965-73, a distance teaching programme was established at Francistown Teacher Training College to upgrade 700 unqualified primary school teachers. (BOTSWANA EXTENSION COLLEGE, 1979, p. 2)

Although the upgrading programme for teachers was a one-off exercise, it generated a core of skills which was available to be applied elsewhere. It also created an awareness of the potential of distance teaching methodology for expanding educational provision for national development.

Germane to the problem of development in Botswana was the inadequate provision of secondary school places and the large concentration of Batswana in the rural areas (PERRATON, 1977, p. 26)) The Botswana Extension College (BEC) was established in 1973 against this background. Its concern was not exclusive to formal education, since from those early days, the BEC also promoted work in the non-formal sector in health, agriculture and community development (PERRATON, 1977, p. 8). The BEC has enjoyed government support since it was founded and, in 1979, was re-named The Department of Non-formal Education.

As a government establishment under the Ministry of Education the BEC has links with other agencies engaged in furthering educational goals through extension services, e.g. the Institute of Adult Education (University of Botswana), and the Rural Extension Co-ordinating Committee, as well as government ministries of Agriculture, Local Government and Lands, Health, Commerce and Industry (BOTSWANA EXTENSION COLLEGE, 1979, p. 5). This broad provision of services can only be met by co-ordination of activities at both the centre and at district levels. While formal education provision may be handled effectively from the centre the non-formal sector is best served through discussions at district level in order to develop more

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relevant programmes based on grass roots needs. Ten such district offices are envisaged to operate under the Department of Non-formal Education.

The following references form the main sources which have been consulted in preparing the above overview:

1. BOTSWANA EXTENSION COLLEGE (1979) *About B.E.C.*, Gaborone: Botswana Extension College

2. PERRATON, H (1977) *Starting the Botswana Extension College*, Cambridge: International Extension College. IEC Broadsheets on Distance Learning No. 11

3. JENKINS, J (1980) *Correspondence institutions in the Commonwealth 1980: a report*, London: Commonwealth Secretariat, Education Division

4. ? (1990) *Administration and problems of distance education in Africa: (the case of the) Department of Non-formal Education (in) Botswana*. Paper submitted at the UNESCO Conference on Distance Education in Africa, held in Arusha, Tanzania, 24-28 September 1990.

5. ? (1988) *Who is a distance learner in Botswana?*. Paper submitted to the 14th World Conference of the International Council for Distance Education, Oslo, Norway, August 1988.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Department of Non-formal Education (formerly known as Botswana Extension College - f.1973)

Address	P O Box 0043 Gaborone BOTSWANA
Telephone	(+267) 51581/2/3
Telex	2944 Thuto BD
Fax	(+267) 313199
Contact	Mrs Obonye P Mphinyane
Date institution was established:	As B E C in 1973, as Department of Non-formal Education in 1978
Aims and objectives	To provide alternative educational opportunity for children of school age and young adults
No. of staff	100 (including c 70 part-time)

No of students	1,529 (in 1990)

Annual Budget

Budget allocation	Pula 4,469,000 (c. US$2,628,000) (1990)
Source of funding	Ministry of Education

Courses Details

Educational level	Secondary (for children and adults), Junior Secondary School Leaving Certificate
Eligibility	Offered to children of school age as part of formal education and as adult education to adults engaged in full-time work
Subjects taught	English*, Mathematics*, Setswana, History, Human and Social Biology, Geography*, Principles of Accounts. *only subjects offered at Junior Certificate level.
Media & methods	Printed correspondence texts, radio, study centres, weekend courses (for face-to-face tuition and student counselling).

Special Features

1 The Department of Non-formal Education now comprises five inter-related units: correspondence courses, informal programmes, media, editorial and materials production, field operations.

2 Member of the Distance Learning Association of Southern Africa.

2. Institute of Adult Education, Distance Education Unit, University of Botswana

Address	Private Bag 0022 Gaborone BOTSWANA
Telephone	(+267) 351151
Telex	2429

Date institution was established 1983

Annual Budget

Source of funding	University

Courses Details

Educational level	Certificate course in Adult Education
Eligibility	On offer to those involved in adult education work

BURKINA FASO

COUNTRY PROFILE

Population	8.00 m (1988/89)
Area	274,200 sq. km.
Languages	French, Moore, Dioula, Gourmantche, Peul
GDP per capita	US $ 189 (1991)

OVERVIEW

The education system in Burkina Faso has not expanded fast enough to cope with the large number of those of school age. The total of 443,328 of those of school age in basic education represents only 28.9% of those in the school age range for the 1988/89 school year. (BERREUR, A, p.1). In addition to that, there is a wide disparity in the proportion of those living in town and rural areas, as there is between boys and girls (62.4% and 37.6% respectively).

Under one of the two ministries with responsibility for education in Burkina Faso - the Ministry of Basic Teaching and Literacy for the Masses (MEBAM) - is offered an in-service teacher training programme by distance method. The Pedagogic Institute of Burkina Faso (IPB) is engaged in the training programme which has an annual intake of 500 students. Reported problems in administering it led to a seminar in April 1991 to reflect on ways of improving it. No details are yet available about its outcome.

By contrast, however, INADES-Formation successfully uses correspondence courses to train agricultural workers living in the rural areas. Some 6,500 people are involved on an annual basis. It is reported that the rigour of the training which is supported by frequent back up in the field is becoming popular because of both the motivation of students and teachers, and the strict control applied in the planning and management of the course.

The following references form the main sources which have been consulted in preparing the above review:

1. AFRICAN INSTITUTE FOR ECONOMIC AND SOCIAL DEVELOPMENT African Training Center (1985) *What is INADES-Formation?*, Abidjan: INADES-Formation.

2. INADES-FORMATION (1989) *Rapport d'activite 1987-1988*. Abidjan: INADES-Formation.

3. BERRUER, A (1990) *Case Studies in West and Central Africa: Burkina Faso, Congo, Mali, Central African Republic, and Togo*. Paper tabled at the

UNESCO Distance Education Seminar on Africa, held in Arusha, Tanzania, 24-28 September 1990. Doc.CA/Arusha/4/ii

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. INADES-Formation

Address 01 BP1022
Ouagodougou 01
BURKINA FASO

Telephone (+226) 302070/336145

Contact E. PARE (Directeur)

Date institution was established: 1975

Aims and objectives To train and sensitize rural people in agricultural and cooperative management skills

No. of staff 21 (including 7 trainers)

Approx. No. enrolled annually: 4,800 involved in various courses: literacy programme, basic agriculture, management of small projects,training sessions in the promotion of rural development

Annual Budget

Budget allocation FCFA102m (1990-91) (US$335,526)

Source of funding International, with local support for particular projects

Courses Details

Educational level Non-formal education course in basic agriculture aimed at workers in rural areas

Subjects taught Agriculture, breeding, management of economic units, observation and evaluation of small projects

Media & methods Printed correspondence texts, face-to-face discussion and group study sessions, slides, films, technical cards, flannelgraph

Research

Projects

i) INADES-Formation is involved, in collaboration with the government, in 340 drilling installations which will provide water supply in the provinces of Zoundwego, Ganzourgou, Nahouri and Bazinga.

ii) Work undertaken in soil fertilisation, agroforestry, treatment of ravines and "Paroles de Femmes".

iii) Creation of a liaison bulletin in the national languages, Moore and Jula; also the setting up of a small printing establishment for the production of teaching materials in national languages.

Special Features

Training activities for 1987-88 by INADES-Formation involved 3,109 participants, 208 of whom were women.

2. INADES-Formation introduces rural population to a high level of responsibility in the management of their projects. To illustrate this, the Project Acacia-Albida, funded to the tune of F. CFA15m (c. US$45,000), is fully administered by a village committee drawn from three association of subscribers to INADES-Formation.

3. An investigation of rural practices and knowledge has resulted in the production of a booklet on the fertilisation of soils, technical cards on six techniques of fertilisation and six slides to support training sessions for rural men and women and for development workers.

2. Direction des Etudes et de la Planification

Address

Ministère des Enseignements Secondaire et de la Recherche Scientifique
B.P. 512, Ouagadougou,
BURKINA FASO

Telephone

(+226) 306933

Contact

Mr Julien DABOUE, Directeur des Etudes et de la Planification

BURUNDI

COUNTRY PROFILE

Population	4.86 m (1988/89)
Area	27,834 sq km.
Languages	French, Kirundi, Kiswahili
GDP per capita	US $ 273 (1988/89)

OVERVIEW

ICDL has received no further information about distance education provision in Burundi other than the details submitted in the questionnaires returned by INADES-Formation and from the Government ministry, Ministere de l'Enseignement Primaire et Secondaire. Both appear to be thriving institutions.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. **INADES - Formation**

Address	PO Box 2520 Bujumbura BURUNDI
Telephone	(+257 2) 265-86/265-92
Contact	C. BUYAJA (Director)

Date institution was established: 1975

Aims and objectives	To train and sensitize people living in the rural areas to agricultural and cooperative management skills
No. of staff	23 (including 13 trainers)

Annual Budget

Source of funding	International, with local support for particular projects

Courses Details

Educational level — Non-formal education courses in basic agriculture aimed at workers in rural areas

Eligibilty — No admission requirements

Subjects areas: — 4 series each comprising 9 booklets
i) General agriculture and animal husbandry
ii) The farmer's production
iii) The farmer's occupations
iv) Extension

Media & methods — Printed correspondence texts, face-to-face discussions and group study sessions

Research

Projects

i) INADES-Formation is engaged in the training of over 900 agricultural workers and 34 agents in Ngozi and Kayanga provinces.

ii) INADES-Formation is engaged with the Government in the training of agriculture workers and development agents.

Special Features

1 Courses are available in both French and Kirundi.

2 Publishes in Kirundi a magazine, *Terimbere* (or *Go Forward*) inspired from the themes and articles already published in *Agripromo*.

3 Number of participants in training sessions during 1987 and 88 was 7046, of whom 1079 were women.

2. Ministère de l'Enseignement Primaire et Secondaire

Address — B P 1990
Bujumbura
BURUNDI

Telephone — (+257 2) 3902

Contact — Mr Jean Paul CIZA, Directeur Général de l'Education de Base

Date institution was established 1973

Aims and objectives	i) To provide in-service training for primary and secondary teachers
	ii) Public education
No. of staff	200+
No. of students	9000+

Approx. No. enrolled annually: 600+

Annual Budget

Budget allocation	FBu4m+ (US$ 32,000+)
Source of funding	State funding, UNICEF
Sponsorships	Bilateral aid from Belgium, France and Canada

Courses Details

Educational level	Continuing education: In-service training for primary and secondary school teachers and inspectors
Eligibility	Teachers/inspectors in post
Subjects taught	Mathematics, French, Kirundi, science subjects
Media & methods	Correspondence material, radio, television

Research

Projects	Functional and post-literacy programmes for adults

Special Features

1. All teaching material is produced locally by nationals
2. There are three schools broadcast per week

CAMEROON

COUNTRY PROFILE

Population	10 4 m (1988/89)
Area	475,442 sq km.
Languages	French, English
GDP per capita	US $ 878

OVERVIEW

The University of Yaounde in the Cameroon is not unique in its problem of inadequate space for lectures. There is also concern about the efficiency of instructioin which is seen as related to both the high student intake (currently 18,000 but expected to rise to 25,000 in a few years) and the student/teacher ratio, which is as high as 99-1 in Law and Economics, underpin the search for alternative measures.

The University's strategy for overcoming the situation is unusual. The use of modern telecommunication techniques (i e closed-circuit television) is being effected not so much to introduce distance teaching methodology as an alternative form in its own right but as a means to overcome staff shortage and overcrowding. Telecommunication techniques are to be applied in order to overcome staffing difficulties and are to be used as a method of delivery to satisfy a pressing need. To effect this, lecture theatres capable of taking up to 1000 students are proposed. Required training in course presentation, in production maintenance and use of equipment featured as specifics to be dealt with when a workshop sponsored by the International Development Research Centre of Canada (IDRC) and the British Council was organised in 1987.

By 1990, the lecture theatres had been built but the equipment was still to be installed. The pilot study, affecting only selected faculties and departments, will only be put into effect when staff and equipment are in place. It was envisaged that operation would commence during late 1990, but no further communication has been received since then about further development.

The other known programme which uses the distance teaching mode in Cameroon is organised by INADES-Formation.

The following reference forms the main source which has been consulted in preparing the above overview:

1 UNIVERSITY OF YAOUNDE (1987) *Workshop on distance learning: advanced communication technologies in education, June 8-13, 1987*, Yaoundé: University of Yaoundé

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. INADES - Formation

Address	B P 11 Yaoundé CAMEROON
Telephone	(+237) 231551/231144/231748
Contact	Jean-Baptiste TANDJEU (Director)

Date institution was established: 1970

Aims and objectives	To train and sensitize people living in the rural areas in agricultural and cooperative management skills
No. of staff	50 (including 28 trainers and administrators) in 4 branches

Annual Budget

Source of funding	International, with local support for particular projects

Courses Details

Educational level	Non formal education programme: courses in basic agriculture
Eligibility	No entry qualification requirements
Subjects taught	4 series, each comprising 9 booklets devoted to topics on i) General agriculture and animal husbandry ii) The farmer's production iii) The farmer's occupations iv) Extension
Media & methods	Printed correspondence material, seminars, audio-visual aids, group study sessions

Research

Projects

i) training of women groups in agriculture

ii) training of trainers for the Ministry of Agriculture

Special Features

1. 4 offices in Cameroon at Yaoundé, Bamenda, Douala and Maroua

2. Training sessions during 1987-88 attracted 6,321 participants, 2309 of whom were women.

2. Université de Yaounde

Address

B.P. 327
Yaoundé
CAMEROON

Telephone

(+237) 220744

Contact

Prof. Jacob NGU-LIFANJI (Vice-Chancellor)
Prof. S. Yunkap KWANKAM (Head of Department, Electrical Engineering, ENSP)
Ms Naluva LYONGA (Factuly of Arts)

Date institution was established Distance teaching workshop held in June 8-13, 1987

Aims and objectives

To explore the possibility of adapting distance teaching techniques to overcome overcrowding being currently experienced in face-to-face teaching in particular faculties (e.g. Science and Law)

Special Features

A report on the proceedings of the workshop in 1987 recommended that a pilot phase be introduced for 3 courses: in Law, Biology (at the University) and a teacher training course (at ENS). Hardware, with the cooperation of CRTU (Cameroon Radio and Television Network), has been selected for installation in three amphi-theatres, each capable of seating 1000 students. The audio-visual material will help reach simultaneously as many as 2000 students. Each amphitheatre is to be equipped with two cameras and a closed-circuit televison system which the Vice-Chancellor would be able to

monitor from his office. Installation of the hardware is imminent and could be finalised soon.

CENTRAL AFRICAN REPUBLIC

COUNTRY PROFILE

Population	3 m (1988/89)
Area	622,984 sq. km.
Languages	French, Sango, Hausa
GDP per capita	US $ 270 (1988/89)

OVERVIEW

'The Central African Republic has no tradition of distance education, except for the UNESCO/UNDP Project, Accelerated Training of Science Teachers, which comprises some elements of self-teaching, followed by a course at a teacher training college' (BERRUER, A 1990, p 1) So writes a reviewer about the education scene in the Central African Republic, although the writer also points to the prospect of a World Bank Project to improve 'the quality of primary teachers'

The spread of education at school level is low in that recent figures show that only 28.9% (311,836) of children between 6 and 12 years of age out of 1,076,441 are in school. The teacher-pupil ratio ranges from between 74 and 100, which highlights the scarcity of qualified teachers required to improve the quality of education provided. Some effort is being made to ameliorate the situation in respect of the Centre National de Formation Continue.

The World Bank Project will be initially launched with 100 candidates in 2 designated geographical areas, Ovara and Bangui. Each candidate will work towards one of three certificate courses by the use of correspondence materials, radio and some face-to-face contact.

Given the above summary, the entry under the Central African Republic on the Ecole National d'Administration raises a number of questions. Since no recent response has been received from the institution, it cannot be established whether or not it still is in operation. Similar institutions exist in other francophone countries and the reference to it in *Correspondence education in Africa* is the only source confirming its existence, albeit some twenty years ago.

The following references form the main sources which have been consulted in preparing the above overview:

1. BERRUER, A (1990) *Case Studies in West and Central Africa: Burkina Faso, Congo, Mali, Central African Republic and Togo.* Paper tabled at the

UNESCO Distance Education Seminar on Africa held in Arusha, Tanzania, 24-28 September 1990. Doc CA/Arusha/4/ii

2 MINISTERE DE L'EDUCATION NATIONALE. SECRETARIAT GENERAL - INSTITUT PEDAGOGIQUE NATIONAL (1981) *Rapport National de la Republique Centrafricaine a la 38ème Session de la C.I.E.*, Bangui: Ministère de l'Education Nationale

3 KABWASA, A & KAUNDA, M.M. (eds)(1973) *Correspondence Education in Africa*, London: Routledge & Kegan Paul

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Ecole National d'Administration

Address	Bangui CENTRAL AFRICAN REPUBLIC

Date institution was established: 1963

No. of students	Between 150-200

Courses Details

Educational level	Formal education for students seeking entry to the Institut International d'Administration Publique in Paris
Eligibility	All students with some secondary education. Selection by examination
Subjects taught	French composition, précis of administrative texts, history and geography of CAR, Central African public law and political and administrative organization, international organizations and current affairs
Media & methods	Correspondence material, including model answers

Special Features

1 Correspondence work integrated with that of the school system where some of the students may be in full-time education.

2 One-third of intake to courses reserved for civil servants seeking promotion

2. INADES - Formation

INADES-Formation has no national office in the Central African Republic but is engaged in development/agricultural programmes there.

3. Centre National de Formation Continue

Address	B.P. 35, MEPST Bangui, CENTRAL AFRICAN REPUBLIC
Telephone	(+236 61) 61-21-00/61-68-97
Contact	Mr Frédéric NGUILÉ (Directeur Général de la Recherche et la Formation Pédagogiques)

Date institution was established: 1984

Aims and objectives	i) Continuing training of teachers in employment
	ii) Retraining of teachers at a distance
No. of staff	15
No. of students	6000 employed students on training courses

Approx. No. enrolled annually: 740

Annual Budget

Budget allocation	FCFA60m (US$ 0.2m) for retraining under the 3rd World Bank Project
Source of funding	National budget
Sponsorships	World Bank Project budget

Courses Details

Educational level	Continuing Education: Teacher training for primary and secondary education
Eligibility	
Subjects taught	Pedagogy and educational sciences
Media & methods	Pedagogical review, teaching through seminars and conference

Research

Projects

i) Continuing education of teachers

ii) Distance education: evaluation of teaching practice

Special Features

1. Training at a distance
2. Retraining of newly recruited teachers

CHAD

COUNTRY PROFILE

Population	5.2 m (1988/89)
Area	1,284,000 sq. km.
Languages	French, Sara, Arabic
GDP per capita	US $ 68 (1988/89)

OVERVIEW

INADES-Formation is a non-governmental organisation with an international outlook engaged in development projects in several countries in Africa. With its headquarters based in Côte d'Ivoire INADES-Formation has gone through a series of transformation by means of self-evaluation to discover what its main focus and role in development should be. Over the years there has evolved a firm conviction that development projects adopting distance teaching techniques should be their main focus.

Under the heading, *Special Features*, you will find details about activities with which INADES-Formation is involved in Chad.

INSTITUTION INVOLVED IN DISTANCE TEACHING

INADES - Formation

Address	P.O. Box 945 N'Djamena CHAD
Telephone	(+235) 2928
Contact	J. L. FERRER (Director)
Date institution was established	1978
Aims and objectives	To provide training opportunities for development and for agricultural workers operating in the rural areas
No. of staff	27 (including 13 trainers)

Annual Budget

Source of funding	International, with local support for particular projects

Courses Details

Educational level	Continuing education: course in basic agriculture to workers in rural areas
Eligibility	Registered students
Subjects taught	4 series each comprising 9 booklets i) General agriculture and animal husbandry ii) The farmer's production iii) The farmer's occupations iv) Extension
Media & methods	Correspondence material, audio-visual aids, seminars

Research

Projects	INADES-Formation is engaged in the following programmes on behalf of the government, involving. i) Health work in Doba ii) Training of development workers for CARE-TCHAD

Special Features

During 1987-88, 3942 participants were involved in training sessions, 552 of whom were women.

CONGO (Brazzaville)

COUNTRY PROFILE

Population	1.80 m (1988/89)
Area	349,650 sq. km.
Languages	French, Kongo, Teke, Boutangui
GDP per capita	US $ 2783

OVERVIEW

The People's Republic of the Congo has a long history of correspondence education, particularly at the Université Marien Ngouabi (formerly, Université de Brazzaville). Statistical records show that the student population studying at a distance in the late 1970s through to the early 1980s grew steadiliy from 1114 (in 1976) to 1438 (in 1982).

Annual reports in the 1980s mention numerous kinds of difficulties which the University experienced: in staffing, breakdown of equipment and inadequate general financial provision (See Annual reports, 1981-82, and 1982-83) for it to enjoy efficient administration and management. It is not unexpected that the increased and cumulative effect of the difficulties led in June 1990 to the unfortunate decision to close the operations of the correspondence programmes organised by the University (BERRUER, 1990, p 4 [Congo]). Having been modelled on the former Centre National de Télé-enseignement (now the Centre National d'Enseignement à Distance) in Paris, it was considered unique in the African context that the Université Marien Ngouabi offered its courses to students outside the Congo.

Other programmes which were in operation in the Congo have ceased. These were linked with government policies, whether in literacy programmes or inservice training of teachers (BERRUER, 1990, pp. 5-7 [Congo]). The difficulties of operating distance education activities effectively within the country is constantly emphasised, although a proposal to revive the operation within the University has been put forward. (BERRUER, 1990, p.5[Congo])

The following references form the main sources which have been consulted in preparing the above review.

1. BERRUER, A (1990) *Case Studies in West and Central Africa: Burkina Faso, Congo, Mali, Central African Republic and Togo*. Paper tabled at the UNESCO Distance Education Seminar on Africa, held in Arusha, Tanzania, 24-28 September 1990. Doc CA/Arusha/4/ii

2. UNIVERSITE MARIEN NGOUABI (1983) *Rapport du Service de l'Enseignement par Correspondance: Année Académique 1982-83*. Brazzaville: Universite Marien Ngouabi. See also *Année Académique 1981-82*.

INSTITUTION INVOLVED IN DISTANCE TEACHING

Université Marien Ngouabi Service de l'Enseignement par Correspondance (formerly, Université de Brazzaville Service d'Enseignement par Correspondance)

Address	B.P. 246 Brazzaville CONGO
Telephone	(+242) 810874
Contact	Mr Victor MBOUNGOU

Date institution was established: 1961

Aims and objectives	To provide the opprtunity of a university education through correspondence study.
No. of staff	9 full-time, 45 part-time
No. of students	1230

Approx. No. enrolled annually: 500

Annual Budget

Budget allocation	15m FCFA (c US$50,000)
Source of funding	University
Sponsorships	Government of Congo and French aid

Courses Details

Educational level	Tertiary level
Eligibility	Students with prerequisite entry qualifications

Subjects taught	Licence in Law, Economics; Diploma in Letters (DUEL) - modern literature, modern foreign languages, history, geography
Media & methods	Correspondence material, marked assignments and model answers

Special Features

1 Offers courses to students in other francophone countries in Africa

2 No fees are charged but each student is expected to cover enrolment costs and part of postal charges.

3 Modelled on the former Centre National de Télé Enseignement in Paris

4 Drop out rate is high.

5 Postal service is slow, particularly for those students living outside the Congo

DJIBOUTI

COUNTRY PROFILE

Population	0.5m (1988-89)
Area	23,310 sq km
Languages	French, Arabic, Somali, Salho-Afar
GDP per capita	US $536 (1988-89)

OVERVIEW

No information addtional to what appears below was received about the British Council programme or, indeed, about other distance teaching activities in Djibouti.

INSTITUTION INVOLVED IN DISTANCE TEACHING

British Council English Language Project for Teachers

Address	c/o Gellatly Hankie Djibouti-ville DJIBOUTI
Fax	(+253) 353294
Contact	Mr Patrick MILLER
Date institution was established	Programme scheduled to start October 1990
Aims and objectives	To help indigenous teachers of English become competent in the teaching of English
No. of staff	1

Courses Details

Educational level	Continuing education. In-service training programme for teachers of English at secondary education level
Eligibility	Teachers of English in secondary schools

Subjects taught	Teaching English Language Methods course
Media & methods	Independent study units, set texts, face-to-face workshops.

ETHIOPIA

COUNTRY PROFILE

Population	36.20 m (1988/89)
Area	1,780,450 sq.km.
Languages	Amharic, English
GDP per capita	US $ 155 (1988/89)

OVERVIEW

With the political revolution in Ethiopia in 1974 came a radical change in educational policy and in the education system. Hitherto, general education was felt to have been limited in its range and availability (PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA, 1981a, p.4). The new regime pledged to effect an accelerated tempo of change with a variety of mechanisms set in place in the educational system to ensure that it responded to rapid change. Among these were included:

i) the creation of a National Curriculum Development Centre

ii) a continuous process of in-service and on-the-job training provided for educational personnel, to ensure that the system is up-to-date and professionally equipped to carry out its tasks.

Both these changes were to affect the way distance education was used within the education system.

Another problem the pre-1974 education system was reported to have revealed was the maldistribution of the formal school system, the consequence of which caused the neglect of the rural population to the advantage of those living in towns. (PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA, 1981a, p.5). It is claimed that 50% of the enrolment in schools in 1974 was from the urban area when 90% of the population lived in the rural area. Adjustment in the education system with the universalisation of general education meant that the drive to eradicate illiteracy among young people and adults could more effectively be carried out only through distance teaching techniques (PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA, 1981b, p.1).

With all this came about a revision of the education system, aided by the formation of the National Curriculum Development Centre (DEPARTMENT OF ADULT EDUCATION DISTANCE EDUCATION DIVISION, 1980, p.1). The revision of the school curriculum which resulted from this meant that work which had been jointly undertaken by the Ministry of Education and the Addis Ababa University in the development of a correspondence education

programme at secondary level had to be abandoned and transferred outright in 1976 to the Ministry. Since then, the programme has been developed and made fully operational for adults and young people intending to complete their secondary education up to the Ethiopian Secondary School Certificate level.

In conformity with its plans for the future development of education, the Ministry had as one of its objectives the elimination of illiteracy. Other projects included 'the development of mechanisms which will ensure that education will have an immediate and continuous impact on the development programme and on the life of people, ...' (PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA,1981a, p.7). In this context, the non-formal sector programme through the application of distance education techniques can be seen as fulfilling another of the objectives of the Ministry of Education. Although Agri-Service Ethiopia has been in operation since 1969, it is known to collaborate with the Adult Education Unit of the Ministry of Education in the field of agricultutre.

What is unclear at the moment, however, is the extent to which the universities in Ethiopia have continued to provide extra-mural activities which apply distance education methods as a means of delivery of their programmes.

The following references form the main sources which have been consulted in preparing the above review:

1. PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA (1981) *The Development of Education in the Future and in the Light of World Problems*, Addis Ababa: Ministry of Education

2. PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA (1981) *The Interaction between Education and Productive Work*, Addis Ababa: Ministry of Education

3. DEPARTMENT OF ADULT EDUCATION, Distance Education Division (1980) *An Introduction to the Distance Education Program of Ethiopia: an information booklet*. Addis Ababa: Distance Education Division

4. PROVISIONAL MILITARY GOVERNMENT OF SOCIALIST ETHIOPIA (1981) *Report on Educational Developments in Ethiopia 1978-1980*, Addis Ababa: Ministry of Education

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Agri-Service-Ethiopia

Address P.O. Box 2460
Addis-Ababa
ETHIOPIA

Telephone	(+251) 164811/161212/161213
Telex	21542 ASE ET
Contact	A. H. TELAHUN (Director)

Date institution was established: 1969

Aims and objectives	To encourage and support training and development of workers in rural areas
No. of staff	58 (including 37 trainers)

Approx. No. enrolled annually: varies

Annual Budget

Source of funding	International, with local support for particular projects

Courses Details

Educational level: Non-formal/continuing education courses comprising:

i) literacy work with women

ii) collaboration with the Ministry of Adult Education in the production course material in relation to the control of animal diseases, hygiene, malnutrition/nutrition

Media & methods: Printed text, radio

Research

Projects: Programme to re-establish cooperative ventures

Special Features

1. Agri-Service-Ethiopia is the national office of INADES - Formation

2. Agri-Service-Ethiopia publishes an information bulletin in 5 vernacular languages in collaboration with the Adult Education Unit of the Ministry of Education

2. Distance Education Division

Address	Department of Adult Education Ministry of Education P.O. Box 4921 Addis-Ababa, ETHIOPIA
Telephone	(+251 1) 154349
Contact	Mammo KEBEDE or Gretachew KELEMU

Date institution was established: 1978

Aims and objectives	i) To provide opportunity of continuing education for working adults ii) Public education
No. of staff	32
No. of students	7000

Approx. No. enrolled annually: 1000

Annual Budget

Budget allocation	c. US$500,000
Source of funding	Ministry of Education, People's Democratic Republic of Ethiopia, students' fees
Sponsorships	Foreign assistance

Courses Details

Educational level	Secondary education
Eligibility	All who have completed primary school education
Subjects taught	Amharic, English, Natural sciences, History, Geography
Media & methods	Correspondence material, radio, face-to-face

Research

Projects	Planned in-service training programme for primary school teachers

GAMBIA

COUNTRY PROFILE

Population	0.64m (1988-89)
Area	11,295 sq. km
Languages	English, French, Wolof, Madinka, Fula
GDP per capita	US $248- (1988-89)

OVERVIEW

The Government of The Gambia is currently supporting a series of non-formal education programmes which are transmitted either by radio or by audio-cassettes to groups. They form part of the Government's mass education programme to improve awareness in health matters and in agriculture. That some of them are aimed at specific audiences (family planning, child health, for example) does not minimise the common objective of the Government to improve the quality of life of the nation. The same objective may be seen to apply to the radio broadcasts aimed at primary schools.

As part of the overall development of raising national consciousness, non-formal education programmes are seen as making their own contribution towards the well-being of the nation, in the same way that schools broadcast programmes are intended to enhance the quality of formal education.

Because there is no evaluation machinery currently in place with which to measure the effectiveness of these programmes their value can only be crudely assessed over time by evidence of any significant changes either in attitude to usual practice in health or agriculture or in the quality of life of those who are exposed to the programmes.

Plans are also afoot to introduce distance education methods into tertiary education in the Gambia (ADB, 1989, p.58). The country's only higher education institution, Gambia College, has, through the Ministry of Education, approached the Commonwealth of Learning for assistance. Developments are awaited.

The following references form the main sources which have been consulted in preparing the above review:

1. "Brief history of the Schools Broadcasting Services in the Gambia", n.d., typescript.

2. GOVERNMENT OF THE GAMBIA (1989) *An evaluation policy for the Gambia: 1988-2003*. Banjul: Government of the Gambia

3. *The Gambia: Report of a project identification mission, 19th June-1st July 1989*, Banjul/Paris: African Development Bank/UNESCO, 1989

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Health Education Unit

Address: Medical and Health Department
Medical Headquarters
Banjul
The Gambia

Contact: Mr Sekou O DIBBA

Date institution was established: 1980

Aims and objectives:

i) To contribute toward the reduction of morbidity and mortality due to preventable disease conditions

ii) To increase and strengthen health awareness (disease prevention, protection of health, the effective utilisation of services) among people in the Gambia

iii) To train and support health workers

Annual Budget

Sponsorships: USAID (US), Overseas Development Administration (UK)

Courses Details

Educational level: In-service training of Health workers - Non-formal Routine and Special Programme

Eligibility: Health workers, and the general public

Subjects taught: Maternal and Child Health, including Family Planning, Child Immunisation Vaccine, Preventable Diseases, Water and Sanitation, Personal Hygiene

Media & methods	Radio (Radio Gambia), print, audio-visual and extension communicated systems, film

Special Features

1. Early programmes (1981-85) include Mass Media for Infant Health (MMIH) funded by USAID to promote home-made Oral Rehydration Programme

2. Extensive collaborative linkages with other government and non-government agencies, e.g. Extension Aids Unit of the Ministry of Agriculture

2. Schools Broadcasting Unit

Address	Ministry of Education Banjul The Gambia
Telephone	(+220) 28761
Contact	Mr T W. GEORGE (Director of Services)

Date institution was established: 1978

Aims and objectives	To provide support for primary school education within the Gambia
No. of staff	2 teacher presenters, plus support staff
No. of students	89,000 children in 189 primary schools

Approx. No. enrolled annually: Programmes linked to schools during term

Annual Budget

Source of funding	Government of the Gambia

Courses Details

Educational level	Primary education
Eligibility	Available to all primary schools
Subjects taught	English and Social Studies
Media & methods	Printed material, radio

Research

Projects — Feedback is received from schools but the Unit has no staff to evaluate and monitor the quality of service.

Special Features

1. Schools broadcast transmission does not achieve a nation-wide coverage. Regions 3 and 4 (particularly the latter) cannot receive the broadcasts.

2. Poor quality of radio cassette players (only recently acquired) has led to a curtailment in the number of schools receiving broadcasts.

3. Radio teacher presenters need training opportunities.

4. Collaboration is undertaken with colleagues in the Ministry of Information (Radio Gambia- where the teacher presenters are located) and Curriculum Development Centre and Book Production & Materials Resources Unit for developing the programmes. Radio Gambia has three recording studios which are constantly in use. Priority of schools broadcasting can only be met within the constraints of allocation available within the schedule for programme production.

3. Non-formal Education Programme

Address — Department of Non-formal Education
Ministry of Education
Banjul
GAMBIA

Telephone — (+220) 28766

Contact — Mr S.L. KINTEH

Date institution was established: 1982

Aims and objectives — To provide mass education programmes, mainly in literacy and agriculture

No. of staff — 32

No. of students — 55,900 (1,109 are female)

Approx. No. enrolled annually: varies

Annual Budget

Source of funding	Government of the Gambia
Sponsorships	Canadian Organisation for Development through Education (CODE) [1984-86]

Courses Details

Educational level	Continuing education
Eligibility	Rural agriculture workers, illiterate adults
Subjects taught	Projects on rice irrigation and farm management have been organised. Also Literacy Campaign Programme aiming at foundation and post-literacy levels
Media & methods	audio-cassettes, face-to-face contact

Special Features

1. The use of audio-cassettes is preferred because of built-in advantages of organising listening groups with a facilitator to reinforce essential messages which may have been supplied in printed form. This method also provides the advantage of instant response to messages and ideas, which becomes useful for revision of programmes.

2. There are 5 geographical regions with a senior officer in each region with responsibility for conceptualising learning materials with field staff in the region.

3. Collaboration takes place with non-governmental organisations and extension agencies engaged in field work.

4. Languages mainly in use are Wolof, Madinka and Pulaar.

5. Farmers who are considered to be at the post-literacy stage prefer to receive materials for their own use than to attend group classes.

6. Difficulty of conducting audience research and lack of control over transmission times led to the decision to abandon the use of Radio Gambia.

GHANA

COUNTRY PROFILE

Population	12.8 m. (1988/89)
Area	239,460 sq. km
Languages	English, Twi, Fante, Ga, Ewe, Dagbani
GDP per capita	US $ 406 (1988/89)

OVERVIEW

Ghana was the first of the countries in Africa to gain its independence (in 1957) from Britain. In the late 1950s, therefore, there was a drive to expand the educational system at school level at a time when the general economic climate could sustain the expansion. At the same time, higher education gained its own share of the growth that occurred.

The economic decline in the 1970s and subsequently meant that the educational structures in place were no longer being maintained to the standard of previous years. Scarcity of resources meant that the educational system had increasingly to rely on trained staff to devise skills which could minimise the effect resulting from such scarcity. In the wake of this situation, the system worsened further with the exodus of trained teachers to other African countries. (REPUBLIC OF GHANA, 1984, p.16)

The urgency to introduce distance education in other countries in Africa to provide an alternative route to traditional education did not arise in the case of Ghana. That is not to say that there was no need for it. The development of manpower skills within Ghana was undergoing a planned phase, especially with the setting up of two other universities. Teacher training, too, had its own programme (NATIONAL TEACHER TRAINING COUNCIL, 1989). Only in the field of professional and vocational training was the opportunity lacking. (*Development of Education in Ghana, 1975 and 1976. Report of the 36th Session of the International Conference on Education*, 1977, p. 9). The cumulative effect of the down turn in the economic climate which continued in the 1970s could be seen as a key factor that gave rise to the establishment of correspondence education. The University of Ghana's Institute of Adult Education opened in 1970 the Correspondence Education (now Distance Education) Unit which was to provide courses at secondary education level leading to the G.C.E. 'O' Level. It followed the pattern of the limited range of the traditional form of education provision which was now being lost by those young adults who had missed out of a complete school career but were intent on developing their career prospects (ANSERE, 1979, p.16).

The commercial prospect which the gap in provision offered was not lost, in view of the development which emerged in direct competition with the University's Correspondence Unit. The Home Study Training Centre in Ghana, set up in 1976, followed the pattern of the Correspondence Unit with academic course offerings but extended its range to include courses in the professional and vocational fields.

A recent report on higher education makes clear that informal discussions are afoot to extend distance education provision to include tertiary level education. Currently, about 70% of eligible students applying to study in Ghana's three universities are not offered places. A potential for distance education at tertiary level exists, excluding those already in full employment who may want to avail themselves of any such educational opportunity.

The following references form the main sources which have been consulted in preparing the above review:

1. REPUBLIC OF GHANA (1984) Thirty-ninth Session of the International Conference of Education, Geneva, October 1984. Ghana's Country Paper on Development of Education 1981-83. Accra: Government Printer (?).

2. NATIONAL TEACHER TRAINING COUNCIL (Ghana), *Outline Review of the Modular Programme*. 1989. Typescript.

3. *Development of Education in Ghana 1975 and 1976. Report to the 36th Session of the International Conference on Education, Geneva, September 1977*. 1977.

4. ANSERE, J K (1979) *A Profile of Correspondence Students in Ghana. Economic Commission for Africa International Seminar on Distance Education, Addis Ababa, 3-15 September 1979*.

5. CORRESPONDENCE EDUCATION UNIT, UNIVERSITY OF GHANA (1981) *Annual Report of the Correspondence Education Unit of the Institute of Adult Education, University of Ghana for the Academic Year July 1979 - June 1980*.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. University of Ghana Distance Education Unit

Address	University of Ghana Institute of Adult Education P.O. Box 31 Legon Accra GHANA
Telephone	(+233) 775430

Telex	2556 UGL GH
Head of Unit	Mr Chris AKWAYENA
Head of Institute	Prof. Miranda GREENSTREET

Date institution was established : 1948; Distance education programme in 1971

Aims and objectives	To provide educational opportunity at secondary education level for young workers who left school early
No. of staff	18 (including 12 part-time)
No. of students	695 (programme just revived - 1990)

Annual Budget

Budget allocation	C 24,000,000 (c US $ 8,000)
Source of funding	Government of Ghana via university funding
Sponsorships	Canadian Organisation for Development through Education (CODE))

Courses Details

Educational level	Secondary
Eligibility	Essentially for workers with 10 years of school education (up to Middle School level)
Subjects taught	*English Language, Mathematics, Principles of Accounts, Commerce,Economics, History, Religious Studies (Christian) *Students are not allowed to offer to study more than 5 subjects
Media & methods	Correspondence printed material, tutor-marked assignments with helpful comments

Special Features

1. The Distance Education Unit also offers an Integrated Programme (IP) for students in Accra and Takoradi only (since 1980). Course material is paced and students are expected to attend classes at their centres for face-to-face tuition. For such students subsequent course material is available from the

centre rather than from the Distance Education Unit, as is the case for non participants of the Integrated Programme. Course material for students in the IP is collected every fortnight and so turn around time for assignments is within a fortnight. Other students have their assignments marked and dispatched from the Distance Education Unit in Accra.

2. As part of the Institute of Adult Education the Distance Education Unit has access to the printing facilities available from the Institute.

3. The introduction of the New Education System has led to a process of transition: to phase current provision and to re-write new material to reflect new policies in education. Unavailability of adequate material (parts for machinery and or paper) affects operations sometimes.

Prospects

Following a recent report on higher education, there has been discussion about extending distance education provision to include tertiary level education. Currently, about 70% of eligible students applying to study in Ghana's 3 universities are not offered places. A potential for distance education exists in the university sector as well as in relation to adults in full employment.

2. Home Study Training Centre of Ghana

Address	Matraco House 2nd Floor P.O Box 3714 Accra GHANA
Contact	Dr. G. SEDODEY (Managing Director)

Date institution was established: 1976

Aims and objectives	To offer courses to young adults and professionals in employment
No. of staff	4 (excluding several engaged part-time)
No. of students	Currently about 2000 (1990) undertaking a wide range of courses

Annual Budget

Sources of funding	i) Students' fees
	ii) Receipts from sale of course material

Courses Details

Educational level	Offers a wide range of courses, from GCE 'O' level to degree courses in Law and in Economics, as well as professional courses in electrical and mechanical training, accountancy, marketing, management, etc. A broker for professional institutions offering examinations for students living in Ghana.
Eligibility	No restrictions
Subjects taught	various
Media & methods	Engages local staff to write correspondence material on a wide range of courses. No face-to-face tuition offered

Special Features

Essentially a commercial venture, reflecting the lack of adequate educational provision in a variety of areas.

GUINEA

COUNTRY PROFILE

Population	5.70 m (1988/89)
Area	245.957 sq. km.
Languages	French, Susu, Malinke, Fulani/Peul
GDP per capita	US $ 309 (1988/89)

OVERVIEW

In a study undertaken in the 1980s, the value of distance education in the education system in Guinea is recognised for its potential and real contribution in updating the training of professionals as well as in the development of basic education (VALÉRIEN, J, 1985, p.8). At the same time, the additional value to be gained by networking with institutions within as well as outside Guinea is not overlooked (VALÉRIEN, J, 1985, p.10), although it was felt that this would require an extensive transformation of the existing service to establish an Institut Guinéen d'Enseignement à Distance (IGED). A schematic interpretation elaborates on the proposal to show the external links which draw upon agencies in Europe (CNED, UNESCO), and Africa (INADES, BREDA, NEIDA) to serve local needs in development and education through the support and sustenance of the Institut Guinéen d'Enseignement à Distance, a successor to the Service National d'Enseignement à Distance.

A report about the state of education in 1981 (REPUBLIQUE POPULAIRE REVOLUTIONAIRE DE GUINEE, 1981, p.1) draws a comparison with the state of education in 1958, when Guinea obtained independence. The reforms introduced in 1959 and the implications for trained staff at all levels of the education system were seen to reflect a fundamental problem which still preoccupies the government and is referred to as "Revolution de la Culture"

Although the discussion occurs in general terms, figures available elsewhere for an earlier period revealed that only 29% of the children of school age (240,600) were attending school (LINGAPPA, S, 1977, p.9). It can be seen, therefore, that the development of the reform in education begun in 1959 may be in direct response to the establishment in 1964 of the Service National d'Enseignement à Distance.

The following references form the main sources which have been consulted in preparing the above review:

1. VALERIEN, J (1985) *Guinee: Relance des activités d'enseignement à distance. Rapport établi à l'intention du Gouvernement de la République Populaire Révolutionaire de Guinée par l'Organisationdes Nations Unies pour l'Éducation, la Science et la Culture*. Paris: UNESCO

2. LINGAPPA, S (comp) (1977) *Education and the socio-economic environment - recent developments in Guinea*. Paris: UNESCO

3. RÉPUBLIQUE POPULAIRE REVOLUTIONAIRE DE GUINEE (1981) *Rapport de la Delegation Guinéene a la 38e Session de la Conférence Internationale de l'Education, Génève, 10-19 Novembre 1981*. Conakry: République Populaire Revolutionaire de Guinée

INSTITUTION INVOLVED IN DISTANCE TEACHING

Service National d'Enseignement à Distance

Address: B.P. 475
Conakry
Republic of GUINEA
WEST AFRICA

Telephone: (+224) 441846

Contact: Apollinaire Roger LANAUD (Director)

Date institution was established: 1964

Aims and objectives:
i) To provide self education and continuous learning opportunity for adults, particularly those living in rural areas
ii) To expand educational opportunities for secondary high school graduates

No. of staff: 37

No. of students: 2200

Annual Budget

Source of funding: Government of the Republic of Guinea

Sponsorships: Ministry of Education

Courses Details

Educational level	i) Secondary Education: children and adults ii) Continuing Education
Eligibility	Minimum age of 14 years and must be currently employed
Subjects taught	i) French, Biology, Environmental Studies, Physics, Geography, Home Economics ii) Industrial Relations, Psychology, Agriculture, Veterinary Science, Forestry
Media & methods	Radio, correspondence material, face-to-face contact, audio-visual

Special Features

Work of the Service National d'Enseignement à Distance is restricted because of the lack of sufficiently qualified personnel in the following areas: media technology, evaluation, teaching methods of adults. Insufficient material available for audio-visual and reprographic work.

IVORY COAST

COUNTRY PROFILE

Population	9.81 m (1988/89)
Area	322,463 sq. km.
Languages	French, Baoule, Dioula, Bete
GDP per capita	US $ 686 (1988/89)

OVERVIEW

In 1964, a ministerial decree, *No. 64-368*, issued from the Ministere de l'Education Nationale of the Ivory Coast brought about the establishment of the Centre National de Para et Tele-Enseignement (CNPTE). The creation of this new organisation meant that another organisation founded in 1960, Le Centre National d'Enseignement par Correspondance, was subsumed into the CNPTE (COTE D'IVOIRE, MINISTERE DE L'EDUCATION NATIONALE, *DECRET No. 64-368*, p.1). This development not only coincided with educational reforms in the Ivory Coast which then resulted in a huge intake of children and students at post primary education level, the economic situation at the time was significantly healthier. (KAYE, A, 1975, pp. 10-11).

This development resulted in the use of educational television in schools sponsored by UNESCO, World Bank, France (FAC), Canada (ACDI) United States of America (USAID), Belgium and the then Federal Republic of Germany. By 1975, it was reported by that no less than 188 expatriate staff were involved with the Project (KAYE, A, 1980, p. 8-3). Substantial funding for the Project was external and as it proved to be rather expensive, it could not be sustained locally when external funding ceased.

Since that experiment which had the full support of the Government, nothing else of that scale in the field of distance education has been put into operation. Besides, very little is known about the activities of the Ecole Nationale d'Administration, although it is known to be operating still. Professional continuing education has been developed at the Centre Universitaire de Formation Permanente (CUFOP) while INADES Formation is involved in the training of development and agricultural workers.

It is difficult to ignore the closure of the Instructional Television Project in that it provided direct and formal teaching by television of classes in the school system as well as non-formal education of adults. Its absence has created a gap in the provision that was available which is now partly filled by commercially-run correspondence schools, e.g. CIFOPAD. The school sector is now poorly served in terms of correspondence/distance teaching activities, even though the CNPTE continues to provide programmes.

BEST COPY AVAILABLE

The following references form the main sources which have been consulted in preparing the above review.

1. COTE D'IVOIRE. MINISTERE DE L'EDUCATION NATIONALE (1964) *Decret no. 64-368 du 25 Septembre 1964*. Abidjan: Ministere de l'Education

2. KAYE, A (1976) 'Educational television in the Ivory Coast' Manuscript published in ARNOVE, R F (ed) (1976) *Educational Television: a policy critique and guide for developing countries*, Praeger

3. KAYE, A (1980) *Africa. The Ivory Coast Instructional Television Project*, Manuscript

4. MINISTERE DE L'EDUCATION NATIONALE ET DE LA RECHERCHE SCIENTIFIQUE, CENTRE NATIONAL DE PARA TÉLÉ-ENSEIGNEMENT (1985) *Enseignement par correspondance*, Abidjan: Ministere de l'Education

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Centre Universitaire de Formation Permanente (CUFOP)

Address	Université Nationale de Côte d'Ivoire B.P. V34 Abidjan - R C I. IVORY COAST
Telephone	(+225) 445648/444169/440667
Telex	26138 RECTU-CI
Contact	Dioba COULIBALY (Directeur)

Date institution was established: 1981

Aims and objectives: To train staff of local enterprises through part-time study

Annual Budget

Sponsorships: University and consultancy fees

Courses Details

Educational level: Continuing education: two kinds of courses are offered

i) general courses in management topics for members of staff in local companies

	ii) intro-enterprise programmes prepared in accordance with the needs of staff in specific companies Also offers training to newly appointed university lecturers
Eligibilty	Personnel selected by companies who have engaged CUFOP
Subjects areas	All management fields: commerce, marketing, computer literacy, rural development, communication skills. Level of delivery varies according to ability of trainees.
Media & methods	Printed material, face-to-face tuition, radio, television

Special Features

1 CUFOP has a list of 300 companies which regularly send staff for training

2 The number of students in both types of programmes is limited to 200 p a

3 Duration of programme is 1 year

4 There is a limit of 20 students to each course

5 CUFOP has links with the Tele-université in Québec

2. Centre Ivorien de Formation Permanente à Distance (CIFOPAD)

Address	01 B P 692 Abidjan 01 IVORY COAST
Telephone	(+225) 441191
Contact	Mr M'baye KANE (Directeur)

Date institution was established 1986

Aims and objectives	To provide opportunity for training through correspondence study for those students who would not be able to study otherwise

No. of students	Currently 60

Annual Budget

Source of funding	i) Students' fees
	ii) Receipts from sale of correspondence material

Courses Details

Educational evel	Secondary and tertiary education
Eligibility	Students who enrol pay course fees
Courses offered	Correspondence tuition for courses leading to
	i) University entrance examinations
	ii) Middle management courses
	iii) Administrative courses
	iv) Baccalauréat examinations
	All above courses are also offered on a part-time basis (evening classes) with face to-face tuition
Media & methods	Printed material (commissioned work), tutor-marked assignments and face-to-face tuition for those enrolled for part-time evening classes

Special Features

Essentially a commercial enterprise

3. INADES-Formation

Address	01 B.P. 2007 Bouake 01 IVORY COAST
Telephone	(+225) 633000
Contact	Mr G. KONAN (Directeur)

Date institution was established 19 (including 9 trainers)

Aims and objectives	To train and support people engaged in development work, particularly those living in the rural areas

Annual Budget

Budget allocation	International, with local support for particular projects

Courses Details

Educational level	Non-formal education course in basic agriculture for workers living in rural areas
Eligibility	Anyone can enrol on the course
Subjects taught	Four series of course materials, each comprising 9 booklets on: i) General agriculture and animal husbandry ii) The farmer's production iii) The farmer's production iv) Extension
Media & methods	Printed correspondence material, group study sessions, seminars

Research

Projects	Comprising i) the SODEPA projects ii) training of community health workers

Special Features

Training activities during 1987-88 involved 1640 participants, 189 of whom were women

4. Ecole Nationale d' Administration

Address	B.P. V20 Cocody les 2 Plateaux

Abidjan V
IVORY COAST

Contact Mr Boni DIAN (Directeur)

Courses Details

Courses offered Offers correspondence courses to prepare students for entry to the School. Some 800 students were enrolled on the courses in 1971.

5. Centre National de Para et Tele-Enseignement

Address Ministre de l'Education et de la Recherche Scientifique
B.P. V-154
Abidjan
IVORY COAST

Telephone (+225) 228593

Date institution was established 1964

Aims and objectives i) To provide general secondary education to adult workers

ii) To provide general secondary education to the unemployed, prisoners, and those in military service

No. of staff 40,000 (1985 figures)

Annual Budget

Source of funding Government funding

Courses Details

Educational level Secondary education to baccalaureat

Eligibility By registration

Subjects taught Philosophy, French, English, Spanish, Modern mathematics, Science, History, Geography, Civics

Media & methods	Printed correspondence material, marked assignments, counselling

KENYA

COUNTRY PROFILE

Population	21.10 m (1988/89)
Area	582,646 sq. km.
Languages	English, Kiswahili, Kikuyu, Luo Kikamba, Kiluhya
GDP per capita	US $ 313 (1988/89)

OVERVIEW

Kenya is one of the few countries in Africa with a varied provision of distance teaching programmes offered by more than one institution. Two of them, however, are international in outlook - INADES-Formation and the African Medical and Research Foundation (AMREF) - concentrating on non-formal education programmes connected with upgrading skills in agriculture and health care respectively (OMONDI, C, 1986, p.1). As institutions which run operations in other countries, the extent to which these organisations may be said to reflect government's policies cannot be easily determined. In the case of the university, however, which is funded by the Government, the situation may be said to be quite different.

The two international organisations have adopted the distance teaching method to concentrate on two fundamental issues of development which form the main thrust of their operations in Africa. Their success may partly result from the economy of scale derived from their operations, as well as from the appeal of the programmes themselves throughout the African continent.

The other distance teaching activities are mainly programmes involving formal education provision organised from the University of Nairobi's College of Adult and Distance Education. There is also the Kenya Institute of Special Education which has only just developed a distance teaching programme for teachers that is currently being tested. Overall, the scarcity of skilled manpower in the field of education and other professions has led to the adoption of distance teaching techniques in the training of professionals quickly and efficiently without incurring substantially high costs.

A survey of the current scene within the school system has revealed that a high proportion of its secondary teachers (47.7%) are unqualified (NDITIRU, S.K.M. 1988, p. 3). The same was true of the primary education system, given that an in-service training course by distance teaching method is available through the Ministry of Education via the College of Education and External Studies at the University of Nairobi. At the other extreme, the absence of adequate provision under the traditional system was failing those who were qualified to study full-time in tertiary education courses.

There was the situation in 1986-87, for example, when 73.1% of those with university entrance qualifications could not get a place in any of the four of Kenya's universities. Out of the 13,882 with the relevant 'A' levels for university admission, only 3718 (26.9%) could obtain places to study (NDITIRU, S K M. et al, 1988, p. 17). The government had been aware of the chronic shortage of places for some time (NDITIRU, S K M, 1988, p. 4), even though the financial resources to establish the Faculty of External Degree studies (FEDS) could not be made until 1985.

Kenya's education system has enjoyed other distance teaching programmes in the past, particularly at secondary education level. Following the recent revision of the national education policy, the correspondence education programme by distance teaching method once available to secondary school children and adults has now been discontinued by the University of Nairobi, Department of Distance Studies.

The following references form the main source which have been consulted in preparing the above review:

1. NDIRITU, S K M, MBOROKI, J G. et al (1988) *University of Nairobi, College of Adult and Distance Education, Faculty of External Degree Studies*, London: University of London, Institute of Education (DICE & IEC)

2. NDIRITU, S K M (1988) *The case for student support services in distance education institutions/systems: the need, place and function of field resource/study centres at the Faculty of External Degree Studies, University of Nairobi*, London: University of London, Institute of Education (DICE & IEC)

3. OMONDI, C (1986) *Distance teaching at AMREF*, London: University of London, Institute of Education (DICE & IEC)

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. University of Nairobi Department of Distance Studies (formerly School of Distance Studies and originally Correspondence Course Unit)

Address	University of Nairobi College of Education & External Studies P.O. Box 30688 Nairobi KENYA
Telephone	(+254 154) 32021/32016
Contact	Mr K.A. MAZRUI, Chairman, Department of Distance Studies

Date institution was established: 1964

Aims and objectives	To provide opportunity for in-service training for unqualified primary and adult education teachers
No. of staff	55 full-time (including 12 academic); 39 part-time
No. of students	9,000 (including 3,000 adult education teachers)

Annual Budget

Source of funding	Ministries of Education and Social Services & Culture

Courses Details

Educational level	Further education/training courses:
	i) Foundation Courses in Adult Education for Adult Education Teachers
	ii) In-service course for untrained primary school teachers
Eligibility	Students are recruited by sponsoring ministries
Subjects taught	i) a) Methods of Teaching Adults b) Human Relations and Communication c) Policy and Philosophy of Adult Education d) Psychology and Adult Learning e) Adult Education and Development f) Curriculum, Planning and Administration g) Effective Evaluation and Adult Educators h) Introduction to Kiswahili
	ii) Prescribed course
Media & methods	Printed correspondence texts, radio, residential schools, face-to-face tutoring

Special Features

1. USAID provided funding until 1971.

2. Between 1967 and 1977 the Unit had enrolled over 21,000 students in two teacher-training programmes.

3. The curriculum in each case was developed by the Kenya Institute of Education (for the primary and adult education in-service teacher programmes), while the correspondence materials have been developed by the College of Education and External Studies (CEES). CEES also manage

the marking of assignments and tuition. Assessment records are forwarded to the Kenya National Examinations Council for validation of results.

2. Faculty of External Degree Studies

Address	Institute of Adult and Distance Education University of Nairobi P.O. Box 30197 Nairobi KENYA
Telephone	(+254 154) 32021/32016
Contact	The Dean

Date institution was established: Distance teaching programme in 1985

Aims and objectives	To offer the opportunity of earning a degree while engaged in full-time work
No. of staff	46 (including 8 academics and 28 administrators)
No. of students	600 initially, now down to 270 (1991)

Annual Budget

Source of funding	University

Courses Details

Educational level	Degree of B.Ed(Arts) and later B.Ed(Science) which is now under preparation
Eligibility	Students with prescribed entry qualifications for admission
Subjects taught	Arts courses include the following subjects: Education, Geography, Mathematics, Economics, Business Studies, History, Religious Studies, English Literature, Kiswahili
Duration of course	6 years
Media & methods	Printed course units, video cassettes, weekend seminars at study centre, and residential sessions

Research

Projects — Assists with the training of staff and of other organisations involved in distance teaching programmes, e.g. AMREF (African Medical Research Foundation), Kenyan Cooperative College and INADES - Formation, which respectively provide courses for health workers, cooperative personnel and farmers.

Special Features

1. Unit cost per student is estimated at being 14% less than it is for internal students.

2. Staff of the Faculty of External Degree Studies have organised training in several countries in Africa, including, Zambia, Namibia (Ministry of Non-Formal Education), Zimbabwe (Ministry of Health, University of Zimbabwe), Somalia (IITT), Botswana (Non-Formal Education), Mauritius, and Tanzania (Institute of Correspondence Education).

3. INADES - Formation

Address — P.O. Box 14022
Nairobi
KENYA

Telephone — (+254 2) 743206/743606

Telex — 22632 AA TRAVEL FOR INADES

Contact — G. PION (Director)

Date institution was established: 1978

Aims and objectives

i) To encourage and support the training of development workers, particularly those living in the rural areas.

ii) To provide training on assessed training needs for illiterate and semi-literate adults.

No. of staff — 15 including 9 trainers

No. of students — 2500

Approx. No. enrolled annually: 1500

Annual Budget

Budget allocation	US$142,000
Source of funding	Private-funding agencies
Sponsorships	USAID, ODA, DSE (see below)

Courses Details

Educational level	Non-formal, non-academic Certificate, face-to-face training on assessed training needs for illiterate and semi-literate adults
Eligibility	No educational level requirement stipulated
Subjects taught	i) in collaboration with the Kenya National Farmers Union provides a course in agriculture ii) organised AGRIMISSIO-FAO for 90 farmers iii) courses organised with government agencies: a) in rural development with the Ministry of Culture and Social Security b) in literacy work with the Kenya Adult Literacy Association iv) developed Home Study Course in Management (40 sessions in 10 units) v) developed a course in agriculture for women
Media & methods	Printed texts, field work sessions

Special Financial Assistance for 1 and 2 above from

USAID
Deutsche Stiftung fur internationale Entwicklung (DSE)
UK Overseas Development Administration

Special Features

1. Membership of national, regional and international organisations of distance teaching institutions: Kenya Adult Education Association, African Association for Literacy and Adult Education

2. INADES-Formation has a library collection of reference books used for the preparation of educational material.

4. Hadley School for the Blind

Address	P.O. Box 31082 Nairobi KENYA
Contact	Mr Jason MUTUGI (Director)
No. of staff	4 (full-time)
No. of students	109 (in 1985)

Approx. No. enrolled annually: 76 (in 1985)

Courses Details

Educational level	Secondary (adults)
Subjects taught	English, Kiswahili, Economics, Science and four Arts subjects
Media & methods	Printed correspondence texts in braille

5. African Medical and Research Foundation

Address	Wilson Airport P.O. Box 30125 Nairobi KENYA
Telephone	(+254 2) 501301
Telex	23254 AMREF
Fax	(+254 2) 506112
Contact	Ms Stephanie K NDUBA (Head, Distance Teaching Unit, Training Department))

Date institution was established: 1957; correspondence courses in 1982

Aims and objectives	To identify health needs and to develop, implement and evaluate methods and programmes to meet these needs through service training and research

No. of staff	18 (including 12 part-time)
No. of students	3200
Approx. No. enrolled annually	1050

Annual Budget

Budget allocation	K. sh. 4,836,000 (c. US$967,200)
Source of funding	Donor agencies, mainly SIDA and USAID

Courses Details

Educational level	Further education- post secondary, non-degree
Eligibility	Anyone engaged in health and medical work
Subjects taught	9 courses currently operational: i) Communicable Diseases; ii) Community Health; iii) Child Health; iv) Family Planning, v) Environmental Health; vi) Helping Mothers Breast Feed, vii) Mental Health, viii) Medicine and ix) Gynaecology and Obstetrics
Media & methods	Correspondence courses, radio, audio cassettes and workshop practical demonstrations

Research

Projects	Nine radio programmes have gone on air, on Immunisation, Ante Natal Care, Community Health, Control of Diarrhoea Diseases, Sexually Transmitted Diseases, Growth Monitoring, Dental Health, Environmental Health and Mental Health

Special Features

1. AMREF has assisted in developing other courses available in Uganda and Tanzania.

2. AMREF hopes to develop a resource centre to serve East African institutions involved in distance education for health workers.

6. Kenya Institute of Special Education

Address	P O Box 48413 Nairobi KENYA
Telephone	(+254 2) 803653/4/5/7
Contact	Mrs Catherine M ABILLA (Director)

Date institution was established: 1986 (distance education in 1987)

Aims and objectives	i) To bring special education to the public and to the schools ii) To train teachers and other personnel to work in the field of special education, and to cater for all kinds of handicaps
No of staff	25
No of students	Target aimed at is 1,000

Approx. No enrolled annually 500

Annual Budget

Source of funding	Ministry of Education and DANIDA

Courses Details

Educational level	Up to diploma level eventually. Recently introduced a Pre-requisite Course by distance teaching
Eligibility	Qualified teachers
Subjects taught	Handbook + 2 units *Introduction to Special Education*, and *The Scope of Special Education*
Media & methods	Correspondence materials, written assignments

Special Features

1. KISE currently offers a three-month residential course for teachers.

2. Distance education programme is in its embryonic stage. With Ministry of Education approval, the Kenya Institute of Special Education (KISE) hopes to develop other programmes by distance teaching.

3 Facilities, equipment and resources need to expand in order to develop these programmes

LESOTHO

COUNTRY PROFILE

Population	1.60 m (1988/89)
Area	30,355 sq km.
Languages	English, Sesotho
GDP per capita	US $ 270

OVERVIEW

The Lesotho Distance Teaching Centre (LDTC) was established in 1974 by the International Extension College (IEC) at the request of the Ministry of Education of the Government of Lesotho. Because of the physical terrain of the country, school provision has been inadequate, to the point that the government had to take measures to ameliorate the situation.

Although correspondence education had, prior to 1974, been provided from institutions operating from South Africa to those few who could afford to subscribe, Government's intention to establish the LDTC was, to some extent, to democratise the education system. It was recognised that a large proportion of the people lived in mountainous rural areas, and that among them the level of literacy was low.

Within this educational framework, the LDTC saw the need for a variety of services which spanned the formal and non-formal sectors of the country's educational system. The Centre's objectives therefore comprise: (MOHANJANE, J.K., 1981, pages 1-2)

i) providing basic practical skills to the rural people of Lesotho

ii) offering opportunities for out of school youth and adults to develop their literacy and numeracy skills

iii) acting as a service agency for other organisations involved in non-formal education

iv) providing correspondence courses for private candidates for Junior Certificate and Cambridge Overseas School Certificate.

It was observed, for example, that because universal primary education did not give direct entry to secondary education, a scheme offered by LDTC could ease the pressure experienced in the secondary education sector. Besides, there were also those who dropped out of the secondary system for whom LDTC would be a useful alternative. (MURPHY, P., 1981, p.12)

Further, it was observed that many organisations were involved in education outside schools. In 1978, for example, a survey identified 350 organisations involved in non-formal education. The role played by LDTC as a service agency in the furtherance of the programmes offered by these organisations can only aid the development of the recipients of these programmes and, hence, the country as a whole. LDTC offers assistance in the preparation of materials on a wide range of topics: leaflets showing people when to plant seeds, how to plan families, booklets on cooperative housing, posters on road safety, villagers selling improved seed and fertilizer (MURPHY, P, 1981, p. 33).

The breadth of activities which LDTC undertakes reflects a vision of the role of education in the development process. Both the formal and non-formal aspects are considered of importance in setting up an agency which would undertake a role in the development process of the country.

As regards higher education, Lesotho participates in the debate about the establishment of a distance teaching institution in Southern Africa. The idea of collaboration with neighbouring countries to achieve economy of scale and quality materials is one which Lesotho has endorsed in so far as it would ensure greater access to higher education in a variety of subject areas otherwise closed to its nationals.

The following references form the main sources which have been consulted in preparing the above overview:

1. VISSER, J (1990) *Case Studies in Southern Africa: (Angola, Lesotho, Mozambique, Swaziland, and Zimbabwe).* Paper tabled at the UNESCO Distance Education Seminar on Africa, held in Arusha, Tanzania, 24-28 September 1990. Doc.CA/Arusha/4/i

2. MOHANJANE, J K, (1981) *Lesotho Distance Teaching Centre: case study.* London: University of London, Institute of Education

3. MURPHY, P (1981) *The Lesotho Distance Teaching Centre: five years' learning.* Cambridge, International Extension College. IEC Broadsheets on Distance Learning No. 16

4. LESOTHO DISTANCE TEACHING CENTRE (1991) *Biannual Report, February - August 1990.* Maseru: Lesotho Distance Teaching Centre

5. JEVONS, F et al (1987) *The Southern Africa Distance Education project.* A proposal prepared for SADCC countries with support from the Commonwealth Secretariat

6. LEIBBRANDT, C J (1989) *An Open University in the SADCC Region. A report of the consultancy funded by the European Communities to investigate the feasibility of such a venture.*

INSTITUTION INVOLVED IN DISTANCE TEACHING

Lesotho Distance Teaching Centre

Address	P O Box MS 781 Maseru 100 LESOTHO
Telephone	(+266) 316961/323169
Telex	4334 LO
Contact	Mr J B K MAIME (Director)

Date institution was established 1974

Aims and objectives

i) To expand the use of distance teaching methods in Lesotho

ii) To assist private candidates studying for Junior Certificate (J C) or Cambridge Overseas School Certificate (COSC)

iii) To provide basic practical skills to the rural people of Lesotho

iv) To offer opportunities for out of school youth and adults to develop their literacy and numeracy skills

v) To act as a service agency for other organisations involved in non-formal education

No of staff	79 (full-time) 1989
No of students	1200 (1990)

Approx. No enrolled annually 1000+

Annual Budget

Budget allocation	M1,225,764.66 (1989) (c. US$610,882.33)
Source of funding	Ministry of Education DVV = German Adult Association
Sponsorships	Commonwealth of Learning

Courses Details

Educational level	Secondary and continuing education courses: i) at Junior Certificate (J C) and GCE levels ii) for the Lesotho In-service Education for Teachers (LIET), a teacher upgrading programme iii) Pre-Junior Certificate (J C) courses in basic Mathematics and English
Eligibility	Children of school age and working adults
Subjects taught	For J.C. English, Maths, Sesotho, Human and Social Biology, Development Studies, Geography For COSC: Sesotho, English, Geography, Maths, Human and Social Biology, Agriculture, Social Studies, Home Economics
Media & methods	Correspondence workbook + texts, face-to-face tuition at weekend courses, radio broadcasts

Research

1. Participated in the design of the District Management Improvement Project of the Ministry of Health

2. Evaluated the distance learning modules for the training of personnel of the Ministry of Health

3. Carried out a study to determine the reasons why women in Lesotho discontinue using contraceptives after using them initially

4. Evaluated the Literacy Programme of the Lesotho Distance Teaching Centre (LDTC)

Special Features

1. LTDC collaborates with a number of institutions engaged in programmes and activities in the non-formal education sector.

2. LDTC is a member of the Distance Learning Association of Southern Africa and of the International Council for Distance Education (ICDE)

LIBERIA

COUNTRY PROFILE

Population	2.40 m (1988/89)
Area	111,369 sq km.
Languages	English, Golla, Kpelle, Kru
GDP per capita	US $ 465 (1988/89)

OVERVIEW

The introduction of distance teaching methods into Liberia's education system took an indirect route. As the country's only known project (Primary Education Project) which offers formal education by using distance teaching methods, some background evolutionary details are worth recording.

As far back as 1976 a study of Liberia's education system at primary level was undertaken to identify ways of improving the quality of instruction. The outcome of the investigation confirmed the view of a serious deficiency in the quality of teachers and materials then in use.

Government action led to the Improved Efficiency of Learning (IEL) Project, begun in 1979, which lasted for six years. It tackled the issue of instruction from the standpoint of the national curriculum, having regard for both teachers and pupils as partners with important roles to play in the learning/teaching process. Materials developed during this phase were tested and evaluated, using experts based locally and from abroad.

The IEL Project became part of the Primary Education Project (PEP), following a further study which looked for ways to integrate the IEL Project with a new World Bank Project whose remit was to provide teachers with pedagogic skills by inservice training. This Project was also intended to provide textbooks for use in primary schools. The success of the PEP is indicative of government interest at the highest level, which led to new departments being formed (e.g. the Bureau of Primary Education and the Primary Education Program within it) within the Ministry of Education (KARNLEY,R.B. 1985).

In terms of other distance teaching activities in Liberia, it is known that a Bible college operating from outside Monrovia offers courses by correspondence. There are also nationals who have advocated for the use of distance teaching methods in training programmes to reduce the shortage of skilled manpower.

BEST COPY AVAILABLE

The following references form the main sources which have been consulted in preparing the above overview:

1. JALLAH, B R, 'The use of instructional radio broadcasts in primary education in Liberia', in *African Conference on Radio Education, Harare, Zimbabwe, 22-26 January 1990*, pp.71-5, Harare: Ministry of Primary & Secondary Education

2. KARNLEY, R B (1985) *Introduction of distance teaching in Liberia*, London: University of London, Institute of Education (DICE & IEC)

3. MINISTRY OF EDUCATION, BUREAU OF PRIMARY EDUCATION (1989) *An instructional system for Liberian primary schools: Primary Education Project*, Monrovia: Bureau of Primary Education

4. *Final impact evaluation of the PEP Pilot radio broadcasts*, March 1990

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Primary Education Project (PEP)

Address
Bureau of Primary Education
Ministry of Education
P.O. Box 9012
Monrovia
LIBERIA

Contact
William H. TUCKER (Radio Managing Editor)
Edwin J. CLARKE (Chairman)

Date institution was established: From 1979 as IEL (1st phase developmental phase - writing/developmental testing of materials; 2nd phase - implemental phase 1985 on; programme started in 1979 as IEL (Improved Efficiency in Learning and merged with World Bank Textbook programme to become PEP in 1985)

Aims and objectives
To improve instructional practice in primary education

No. of participants
a) 210 schools

b) 1200 teachers

c) 38,000 pupils

Courses Details

Educational level	Primary education/Teacher training involving 3 target groups:
	i) Programme Teaching for teachers involved with education in the first 3 years of schooling
	ii) Programme Learning Activities for pupils and teachers 4th-6th grade
	iii) Programme for Principals
Eligibility	All primary schools in Liberia
Subjects taught	English, Mathematics, Science, Social Studies, Reading
Media & methods	Correspondence materials, radio, workshop for teachers, newspaper

Special Features

1. Following an evaluation exercise, the PEP is reported to have improved the performance of both teachers and pupils.

2. PEP has improved the administrative and supervisory skills of principals.

3. Privately-run primary schools are to be integrated in the programme. Currently some of them use the materials which have been developed (cost=$2000 per course).

4. Broadcasting is currently undertaken on regional radio stations in Voinjama, Gbarnga and Zwedru - primary coverage of 50 miles + secondary coverage of another 50 miles. Plans are afoot for Radio ELWA to cover rest of the country.

5. USAID programme is to end in 1992. Government 5-year Plan is expected to take over funding. UNICEF has already been approached to help fund PEP.

6. Each school in the programme is provided with a radio.

2. Liberia Broadcasting System

Address	Box 594 Paynesville LIBERIA

Telephone	(+231) 271807
Contact	Ms. Hawa ANDREWS (TV Producer/Presenter)

Date istitution was established: Programme began in 1987

Courses Details

Educational level	Primary: for children up to 6th Grade (10 years old)
Eligibility	Not restricted to any particular audience
No. of participants	Nation-wide coverage
Subjects taught	Aspects of home and school life
Media & methods	Television, visual and audience participation, printed material - spelling cards, video material, slides

Special Features

1. Educational and entertainment 30 minute bi-weekly programme

2. Format takes on story, alphabet game, show-and-tell time, arts and crafts
   a) story - from books, children may even tell their own story
   b) alphabet game - use of words, letters (to form words), sentences, vocabulary - competition participation in word game
   c) show and tell time - participation by teachers, artists, adults to give advice in i) doing things (kite-making, etc), ii) how to cross the road; iii) what is good behaviour; iv) practical chit-chat
   d) arts and craft show - demonstrating how to make things (e.g. kite), draw, sew, engage in dramatic performance

3. Very popular with children because Liberian children can identify themselves with the programme

3. **International Language Institute**

Address	ILI International School 5th Street Tubman Boulevard P.O. Box 10-1689 1000 Monrovia 10 LIBERIA
Telephone	(+231) 262868

Contact	Ms Mildred DEAN (Radio/TV Producer and Presenter)

Date institution was established: Programme started in 1980

Courses Details

Educational level	Literacy programme aimed at the family - appeals on a number of levels
Eligibility	No restriction, but enrolled students have a course of study to follow
Subjects taught	Reading skills
Media & methods	TV, radio, printed materials

Special Features

1. The programme is entitled Open Air English classroom.

2. Each series has five programmes.

3. 16 booklets have been produced already and are on sale at Liberian $2 each to participants.

4. Participants have assignments marked and returned.

5. The programmes require sponsors (commercial) for each series.

MALAWI

COUNTRY PROFILE

Population	7.3 m (1988/89)
Area	118 484 sq km.
Languages	English, Chichewa, Tumbuka, Yao, Lomme
GDP per capita	US $ 161 (1988/89)

OVERVIEW

Long before it was granted independence in 1964, the pace at which provision for formal education was dealt with in Malawi had been too slow to match the growth in population. The number of school children wanting to continue beyond primary education level had always been in excess of the amount the secondary education system could cope with. For example, annual figures before independence showed that while 18,000 students were receiving the Primary School Leaving Certificate, the secondary schools could only cope with an annual intake of about 3,500. By the 1980s the situation had worsened: the annual intake beyond primary education was slightly over 5000, when in excess of 69,000 (Malawi Correspondence College and Broadcasting Unit, Typescript, p. 2) received their Primary School Leaver's Certificate every year. In other words, less than 1% of those receiving primary education by the 1980s had the opportunity in any one year to continue in the conventional government operated school system at secondary level.

It was within this context, some years previously, that the idea of correspondence education at school level was born in Malawi. This is largely the level at which distance education has been in use, although successful experiments have been attempted in other areas, eg. at non-formal education level within the field of agriculture by the Extension Aids Branch (PERRATON, JAMISON & ORIVEL, 1982, pp. 6-11). There are other instances, too, but for which very little information is available, eg. Aggrey Memorial School (NANKWENYA, 1979, pp. 1-5) and Theological Education by Extension in Malawi. The fact that the latter two organisations are private and not government-sponsored institutions might account for their fluctuating history.

Since the establishment in 1965 of the Malawi College of Distance Education by the Ministry of Education, the latter's continued support has led to both the College's expansion and to the establishment of its validity as a viable alternative that is flexible and effective in its delivery. The range of programmes the Malawi College of Distance Education now offers is a testimony to this observation.

BEST COPY AVAILABLE

The narrowing of educational opportunity at the school level also has implications for higher education. To this extent there is an awareness of the shortage of manpower skills at the professional/managerial level which has resulted in the Government of Malawi seeking advice on the possibility of introducing a distance education programme at university level (PREBBLE, 1990, pp. 18-20). The positive points raised in the recommendations could not have been made in isolation from the success of the Malawi College of Distance Education. (ibid., 1990, p. 15)

Given the history of distance education in the country, the fact that it spans a wide range of educational programmes, from non-formal education in agriculture through to primary education, secondary education and teacher upgrading augurs well for the prospect of higher education programmes at a distance in Malawi.

The following references form the main sources which have been consulted in preparing the above overview

1. *Correpondence education in Malawi: a description of the Malawi Correspondence College and Broadcasting Unit and other relevant information*. Typescript received from the College, 1983

2. PERRATON, H, JAMISON, D and ORIVEL, F (1982) *Mass media for agricultural extension in Malawi: a case study*. Cambridge: International Extension College

3. NANKWENYA, I A J. 'Problems of funding and operating a private correspondence school in Africa with particular reference to Aggrey Memorial School, Malawi'. Paper delivered at the Economic Commission for Africa International Seminar on Distance Education. Addis Ababa, 3-15 September 1979

4. PREBBLE, T (1990) *Distance education at the University of Malawi: a report of a consultancy on behalf of the Commonwealth of Learning*. Vancouver: The Commonwealth of Learning

Other useful references include:

5. MKANDAWIRE, D S J. & JERE, D R. Democratization of education through distance education and problems of assessment with specific reference to Malawi', in *Studies in Educational Evaluation*, vol.14, no.2, 1988, pp.139-46

6. UNESCO, UNDP (1984) *Correspondence College Evaluation Unit, Malawi Correspondence College and Broadcast Unit: project findings and recommendations. Report prepared for the Government of Malawi by UNESCO acting as Executing Agency for UNDP*. Paris: UNESCO, UNDP

7. Annual reports and college brochure of the Malawi College of Distance Education contain useful statistical and other relevant college information.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Malawi College of Distance Education (formerly Malawi Correspondence College and Broadcasting Unit)

Address Private Bag 302
Chichiri
Blantyre 3
MALAWI

Telephone (+265) 670088

Contact Mr R H MANONDO (Principal)

Date institution was established 1965

Aims and objectives
i) To enable adults to receive formal education at primary and secondary levels

ii) To provide educational opportunity to children of school age who are unable to gain a place in the school system

iii) To enable primary school teachers to upgrade themselves from T4 to T3 and from T3 to T2

No. of staff c 200 (at HQ plus 500 teacher supervisors in study centres)

No. of students 40 000

Approx No enrolled annually 19 000

Annual Budget

Budget allocation c Kwacha 1m (c US$300 000)

Source of funding Ministry of Education and Culture

Courses Details

Educational level
i) Primary School Leaving Certificate

ii) Junior Certificate

iii) Malawi School Certificate

iv) Teacher Upgrading courses

Eligibility No restriction stipulated if appropriately qualified

Subjects taught	i) Arithmetic, Chichewa, English, Geography, History, Civics, Science
	ii) Bible Knowledge, Biology, Bookkeeping, Chichewa, Commercial Studies, English, Geography, History, Mathematics
	iii) Bible Knowledge, Biology, Chichewa, English, Commerce, History, Mathematics, Geography
	iv) Educational Philosophy, Sociology, Child Development, School Management, Psychology
Entry requirement for iv)	Must be serving T3 or T4 teachers
Media & methods	Printed correspondence texts, radio, face-to-face tuition (i.e. study centres and night secondary schools)

Special Features

1. College has a high drop-out rate.

2. College has a radio classroom for students to listen to school broadcast programmes of the Malawi Broadcasting Service.

3. College is a department of the Ministry of Education.

4. College also supplies courses for all school sectors, in addition to those students who are enrolled on their courses.

2. Theological Education by Extension in Malawi (TEEM)

Contact	Rev. C.A. SCOTT (Director)
Date institution was established	1979
Aims and objectives	To train students for the ministry by correspondence course
No. of staff	10

Courses Details

Media & methods	Printed correspondence texts, group tutorials, tutor-marked assignment

MALI

COUNTRY PROFILE

Population	7.9 m (1988/89)
Area	1,240,192 sq km.
Languages	French, Arabic, Bambara, Senoufo, Sarakolle, Tuareg, Bogon
GDP per capita	US $ 139 (1988/89)

OVERVIEW

The present plan to increase the proportion of the primary school population from 31% to 35% by 1995 (BERREUR, A, p.1) is to be realised by adopting distance teaching methods for an in-service training programme for teachers. At present, only 298,913 pupils out of 998,200 of school age are receiving six years of education. The planned reorganisation of the education system involves a comprehensive training programme for teachers, head teachers, inspectors and education advisers, the outcome of which will improve both staffing and quality of service. All the improvement envisaged under this plan will be placed under the direction of Mali's three Pedagogic Institutes of General Education (IPEG).

There is recognition, however, by the IPEG of an on-going distance teaching training programme in Mali organised by the National Pedagogic Institute (IPN). A recent assessment of the IPN's in-service training of teachers points not only to the short duration of each training session but also to the limited number of places available on the programme. Added to this was the lack of uniformity in the form of training provided by the constantly changing staff involved in the face-to-face sessions.

IPEG's involvement of IPN in the new training programme assures for additional funds to improve delivery techniques and practice and to create an on-going training centre for national education staff, with training covering a longer period and involving the use of written materials, radio and face-to-face support.

The following references form the main sources which have been consulted in preparing the above review:

1. KABWASA, A & KAUNDA, M M (eds)(1973) *Correspondence Education in Africa*. London: Routledge & Kegan Paul.

2. BERREUR, A (1990) *Case Studies In West and Central Africa: Burkina Faso, Congo, Mali, Central African Republic and Togo*. Paper tabled at the

UNESCO Distance Education Seminar on Africa, held in Arusha, Tanzania, 24-28 September 1990. Doc. CA/Arusha/4/ii

INSTITUTION INVOLVED IN DISTANCE TEACHING

Institut Pédogogique National du Mali (IPN)

Address	B.P. 1583 Bamako MALI
Telephone	(+223 22) 224262
Contact	Dr Abdoulaye KY (Directeur-général-IPN)

Date institution was established: 1962 (schools broadcast in 1970)

No. of students	i) 50 preparing for Baccalauréat
	ii) 1439 in-service teachers
No. of staff	45 (30 part-time)

Approx. No. enrolled annually: 50 (for the Baccalauréat)

Annual Budget

Budget allocation	i) F. CFA120,000 (US$ 400) [for schools radio]
	ii) F. CFA15m (US$45,000) for the teaching of French at a distance.
Source of funding	Government of Mali
Sponsorships	CIFFAD

Courses Details

Educational level	Secondary and continuing education
	i) formal to Baccalauréat
	ii) continuing education: in-service training for teachers
	iii) formal for mature students preparing for the DEF

Subjects taught	i) Humanities, Languages (French, English, Bamana)
	ii) Curriculum development, Educational policy and management, Educational psychology, Humanities education, Language, reading & communication, Mathematics education, Open & distance learning, Science education, Technology education, Youth and community education
	iii) Not specified
Media & methods	Printed correspondence material, radio and television broadcasts, video, audio-visual, audio cassette

Special Features

1. A continuing education centre (CFC) comprising a section in charge of distance education (courses, articles, equipment in preparation) was established in 1991.

2. IPN is devoted to the qualitative and quantitative improvement of the education system of Mali (the training of trainers).

3. 10 members of staff are concerned with the creation and production of teaching materials.

4. IPN has a library of documentation on distance education and a recording studio.

5. All the information and training services offered by the CFC is accessible to all teachers, students and parents of students.

MAURITIUS

COUNTRY PROFILE

Population	1 0 m (1988/89)
Area	1 865 sq km
Languages	English, French, Creole Bhojpuri and Hindi
GDP per capita	US $ 1407 (1988/89)

OVERVIEW

An island with barely a million people, Mauritius faces the same multi-faceted issues of development as any large nation state. Limited financial resources are spread thinly to meet the cost of all areas of activity, including education.

The Mauritius College of the Air (MCA), an institution developed in 1971 to support and improve the quality of formal education in Mauritius, has undergone transformation over the years. More recently, the MCA, while recognised for the quality of its work, has not seen itself as making the contribution its initial remit had endowed it with under the MCA Act of 1971. There have been revisions to the Act which in turn have led to a change of direction for the MCA. However, the new role which the MCA is to adopt has yet to emerge.

The MCA was launched with a commitment to educational innvovation through distance education, utilising multi-media techniques, such as radio, television, correspondence materials and face-to-face tuition, to provide education of a high quality. Its earliest undertaking was a course for thirty-two Development Works Corporation employees in office management. (DODDS, T, 1975, p. 15).

Several other courses were to emerge. The basis of MCA's development was rooted in the needs of the Mauritian people, affecting formal education, non-formal education and consultancy service to other agencies. While school-level provision in Mauritius was supplemented by the private school system, the provision made by the latter within the secondary sector fell below the standard of the government-supported schools. Courses in subjects at School Certificate level offered by the MCA provided the support needed to improve the quality of eduction, although by 1977 these schools could no longer afford to buy the MCA materials, following the Private Secondary School Authority compulsory book loan scheme (GOPAUL, M, 1981, p 2).

MCA's educational services also extended to adults and embraced a number of ministries. Health programmes which involved production of

posters, videos, and radio broadcasts dealt with such subjects as 'Non-communicable diseases','National Food Habits campaign', 'Anti-AIDS campaign', 'Anti-Drugs campaign', 'Anti-smoking campaign'. Other ministries involved in programmes included Labour, Works, Housing and Land. The expansion brought about by the use of MCA staff by government and non-governmental ogarnisations not only extended the contact of the staff with other organisations but exposed their skills to a larger audience in the process (DHURBARRYLALL, R. 1991, p. 8)

It was inevitable, therefore, when in 1985 a new MCA Act was introduced, that the MCA should merge with the Audio-Visual Centre (AVC). While the new MCA has responsibility for schools broadcasting, its work in formal education has changed direction. MCA no longer engages in work which involves the preparation of correspondence materials for use in secondary schools. It has substantially limited itself to organising workshops for teachers, and to producing broadcast materials for use in formal and non-formal education. Its links with the Mauritius Institute of Education and the University of Mauritius establishes its role more firmly in the field of education than hitherto. Taking the level of experience which the MCA staff has acquired over the years it is capable of taking on a much wider role as has been proposed (DANIEL, 1989, p. 35)

The following references form the main sources which have been consulted in preparing the above review.

1. GOPAUL, M (1981) *The Mauritius College of the Air: a case study*. London: University of London, Institute of Education, DICE & IEC, mimeograph

2.DHURBARRYLALL, R (1991) *Distance Education for Development 1991. Country Case Study: Mauritius College of the Air*. London: University of London, Institute of Education (DICE & IEC), mimeograph

3. DODDS, T (1975) *The Mauritius College of the Air: the first two years*. Cambridge: International Extension College. (IEC Broadsheets on Distance Learning No. 7)

4. COMMONWEALTH SECRETARIAT (1985) *The Mauritius College of the Air*, London: Commonwealth Secretariat. Commonwealth Meeting of Specialists: Distance Teaching in Higher Education, Cambridge, England, 6-11 January 1985

5. DANIEL, J (1989) *Distance education for human resources development in Mauritius: the way forward. A report to the Ministry of Education of the Government of Mauritius prepared at the request of the Commonwealth of Learning*. Vancouver: Commonwealth of Learning

INSTITUTION INVOLVED IN DISTANCE TEACHING

Mauritius College of the Air

Address	Réduit MAURITIUS
Telephone	(+230 4) 7106/08/36
Telex	4739 MESYND IW
Telegraphic address	MCA MAURITIUS
Contact	Mrs. Meenakshi SEETULSINGH
Date institution was established	1971
Aims and objectives	To upgrade the standard of education in Mauritius
No. of staff	75
No. of students	Broadcasts to i) primary and ii) secondary schools as well as to iii) the general public

Annual Budget

Budget allocation	Rs.3,792,413 (1987) (c. US$252,827.5)
Sponsorships	Government of Mauritius - Ministry of Education

Courses Details

Educational level	Various i) Secondary ii) Continuing education iii) In-service training
Subjects taught	MCA provides 395 minutes (1986/87) of i) Educational radio programmes every week to primary schools in a) English for Standards II, III, IV and CPE b) French for Standards III and IV c) Geography for Standards V and CPE d) Environmental Studies for Standards IV and V e) Hindi for Standards IV, V and CPE f) European Music and Songs g) Oriental Music and Songs

ii) Educational radio programmes every week to secondary schools in
a) English Language for Forms I and II and SC
b) English Literature for SC and HSC
c) French Language for Forms I-III
d) Hindi and Hinduism for SC and HSC
e) Urdu for HSC
f) Commerce and Economics for SC and HSC
g) Population and Family Life Education
h) Programmes for listeners who wish to improve their spoken English and French
i) Mauritian literature

iii) Programmes produced for the general public in collaboration with the Ministry of Education in the following languages Hindi, Urdu, Tamil, Tebugu, Marathi and Mandarin. Audio cassettes are also available for sale as are printed support materials

iv) Educational TV programmes are also available in several subjects for both primary and secondary schools.

Media & methods Audio cassettes, television, radio broadcasts, printed (support) material

Special Features

1. Scripts are written by subject panels comprising officers of the Curriculum Development Centre/Mauritius Institute of Education, the Primary Inspectorate and the Centre d'Enseignement et de Documentation of the French Embassy.

2. Feedback on content and quality of the programmes is received from schools.

3. The College produces educational materials in audio-visual form for use by other organisations and offers training and workshop facilities in the use of such materials.

4. MCA produces careers education programmes as well as for government ministries and commercial organisations.

5. MCA assists with courses leading to a Diploma in Education for teachers.

6. MCA maintains an information and documentation section of materials produced and acquired.

7. MCA provides a dubbing service to educational institutions and other

government or non-governmental organisations.

8. The Graphics and Painting section provides skilled services for visual displays, etc.

MOZAMBIQUE

COUNTRY PROFILE

Population	13 m (1988/89)
Area	783,030 sq km.
Languages	Portuguese, Swahili, Rouga, Shangaah, Muchope
GDP per capita	US $ 152- (1988/89)

OVERVIEW

The current state of distance education in Mozambique is fluid, following an attempt in the early 1980s to train unqualified primary school teachers to improve both the quality of education provision and to cope with the influx of nationals of school age returning from exile from the neighbouring Front line states (VISSER, 1990, p 3). As a country whose political experience had led to the devastation of the fabric of life for the majority of its people, Mozambique's proportion of illiterates was reported to be in excess of 90% of the population (MATANGALA, A, 1988, p 1). Without the experience or tradition of distance teaching in the country, help in training of staff was undertaken in Brazil under UNESCO/UNDP auspices by the Instituto de Rádio Difusão Educativa de Bahia (IRDEB) (VISSER, 1990, p 3).

The success of the training programme for 1200 primary school teachers left the structure within the Ministry of Education that was to be expanded to provide a wider service to the community. The outcome of this expansion was the Instituto de Aperfeiçoamento de Professores (IAP) which, following its loss of previously trained staff within the National Institute for Development of Education (INED) is currently engaged in having nationals trained for a planned expansive programme intending to target other groups besides teachers.

Until 1987, INED was responsible for introducing new teaching methodologies (including distance education) and advocated the strengthening of the existing National System of Education (SNE). The reorganisation which has taken place has resulted the transfer of responsibility for distance education from INED to IAP which, it is envisaged, will expand its activities to provide a nationwide service. The course in 1987 covering six districts was reported to have been successful (MATANGALA, A, 1988, p 4). The current staff development programme is in preparation for the planned expansion.

The Ministry of Education officials are keen to collaborate with neighbouring countries, in spite of the language factor (VISSER, 1990, p 8). The experience of sub-regional cooperation will bring new ideas on an

exchange of information basis, in addition to professional skills to be gained through joint workshops and seminars. Mozambican officials may well be aware that collaboration in a Southern Africa distance education venture of the kind proposed by Deakin University staff (JEVONS, F et al, 1987) will provide a more accelerated means to development than would otherwise be available to the country if planned independently.

The following references form the main sources which have been consulted in preparing the above review.

1. VISSER, J (1990) *Case Studies in Southern Africa: Angola, Lesotho, Mozambique, Swailand, Zimbabwe*. Paper tabled at the UNESCO Distance Education Seminar on Africa held in Arusha, Tanzania, 24-28 September 1990. Paris: UNESCO. Doc.CA/Arusha/4/i

2. MATANGALA, A (1988) *Distance education in the People's Republic of Mozambique*. London: University of London, Institute of Education (DICE & IEC)

3. JEVONS, F et al (1987) *The Southern Africa Distance Education Project. A proposal prepared for SADCC countries with support from the Commonwealth Secretariat*

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Departamento de Ensino à Distância (DED)

Address	Instituto Nacional do Desenvolvemento da Educação Av. Mártires de Machava Maputo MOZAMBIQUE

Date institution was established: 1983

Aims and objectives	To raise the academic level of teachers and to improve their teaching skills
No. of tutors	20 (1987)
No. of students	602 (1987)

Annual Budget

Sponsorships	Government of Mozambique, UNDP, Netherlands Government

Courses Details

Educational level In-service course for teachers - upgrading of unqualified primary school teachers

Media & methods Printed course material, radio, face-to-face tuition

2. Instituto de Communicaçao Social

Address Av Amilcar Cabral
Maputo
MOZAMBIQUE

Contact Felisberto Tinga (Director)

Aims and objectives To make non-formal education available to peasant farmers and other people living in rural areas

Annual Budget

Source of funding Mozambique Government

Courses Details

Educational level Non-formal education

Media & methods radio (one programme twice per day), a journal called *O Campo*, one television programme per week

3. Instituto de Aperfeiçoamento de Professores (IAP)

Address Av Mártires da Machava No 231
Maputo
MOZAMBIQUE

Telephone (+258) 490912

Contact Mr Ernesto MUIANGA (Acting Director)

Date institution was established 1987

Aims and objectives To train unqualified primary school teachers

No of staff	14
No of students	Students not yet recruited (Sept 1990)

Annual Budget

Source of funding	Government of Mozambique
Sponsorships	World Bank, SIDA

Courses Details

Educational level	Secondary education + teacher training subjects
Subjects taught	Full range of secondary school subjects and the teaching of social sciences, mathematics, and Portuguese
Media & methods	Printed course material, radio

NAMIBIA

COUNTRY PROFILE

Population	1.2m (1988-89)
Area	8,323,620 sq. km
Languages	English, German, Afrikaans, Khoisan, Tswana, and Losi
GDP per capita	US $1014 (1988-89)

OVERVIEW

Namibia having just become an independent state following a long period of political struggle against the South African Government, the state of distance education can be justifiably said to be fluid. During the 1970s and 1980s when the political struggle became intensified, it was not unknown for Namibians to cross the border into exile in countries such as Angola and Zambia (NEU, p 1). The plight of the refugees brought international assistance to the host countries in which these refugees settled, thus giving rise to the establishment of the Namibian Extension Unit. Distance teaching methods were adopted to provide basic education for adults who had been deprived of the opportunity of a formal education in their own country.

The change in the political situation since 1990 has meant that there is a reorganisation taking place of Namibia's distance teaching activities. As refugees return home, the pattern of provision is likely to change over time. Established organisations such as The Academy may continue to provide programmes which reflect the pattern of traditional formal education. The demand for professional qualifications and training is likely to increase as more nationals return. At the other end of the scale will be students of the type for whom the Namibia Extension Unit in Zambia provided literacy skills and basic education. Planned courses mentioned in the Unit's programme would provide the kind of practical skills required for gainful employment.

The following references form the main sources which have been consulted in preparing the above review:

1. NAMIBIAN EXTENSION UNIT (1985) *A brief account of the Distance Education Programme for Namibians*. Lusaka: Namibian Extension Unit.

2. NDINOMOWA, S. & SHIKUFA, K. (1988) *Case Study: Namibian Extension Unit*. London: University of London, Institute of Education (DICE & IEC).

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. The Academy, Department of Distance Teaching

No of staff 7

Courses Details

Educational level

i) Primary Teacher Training Certificate (ECP)

ii) Post matriculation university level courses: Higher Certificate and Diploma

iii) Other university level diplomas (Police Science, Public Administration Community Development)

Media & methods Printed correspondence texts

Special Features

The institution is modelled quite closely on the University of South Africa (UNISA). It is a common service unit to three branches of the Academy: the University, the Teknikon, and the College of Out-of-School Training. It has no professional editorial/distance education designer staff and relies on Academy printing for materials production. The Department has plans to develop regional centres. It relies heavily on internal lecturers for course writing and tutoring.

2. Department of National Education Distance Education Unit

No of staff 11 full-time subject advisers/teachers

Special Features

The Unit is part of the non-formal education section of the Department. It has no editorial or production facilities or staff. Its courses are not currently available to non-teachers studying as adult students through the parallel non-formal education section in order not to compete with the private sector correspondence colleges from the Republic of South Africa.

3. Namibian Extension Unit

Address P O Box 776
Windhoek

NAMIBIA

Telephone	(+264 61) 211647
Contact	Mr N A MTHOKO
Date institution was established: 1981	
Aims and objectives	To provide primary and junior secondary education for Namibian refugees
No. of staff	9 at headquarters, 274 at study centres (1986)
No. of students	4500 (1986)
Approx. No. enrolled annually: 1000 (1986)	

Annual Budget

Source of funding	International donors: United Nations Fund for Namibia, Ford Foundation, OXFAM (UK), Swedish International Development Agency (SIDA)
Sponsorships	International Extension College, UK

Courses Details

Educational level	Aimed at adults who have at least four years of primary education
Eligibility	Anyone with 4 years of basic education aged between 16 and 60 years
Subjects taught	Study Skills, Introductory English, English, Basic Mathematics, Mathematics (Junior secondary level), Group Leaders' Training Handbook
Media & methods	Printed correspondence texts, audio cassettes

Research

Projects	Courses under preparation include Basic Agriculture, Primary Health Care, English (Junior secondary level), Tutors' Handbook. In the vocational area, the following are being planned in Carpentry, Tailoring, Pottery, Plumbing, Bricklaying, Commerce

Special Features

Training previously undertaken in Angola and Zambia

NIGERIA

COUNTRY PROFILE

Population	95.7 m (1988/89)
Area	923,768 sq.km.
Languages	English, Yoruba, Hausa, Ibo, Edo, Efik
GDP per capita	US $ 640

OVERVIEW

It is not unexpected that Nigeria, with the largest population in Africa, should have a relatively high proportion of distance teaching institutions. This growth in 'correspondence education' has been encouraged by the Federal Government but not without its own regulatory measures (FEDERAL GOVERNMENT OF NIGERIA, 1990, p. 34).

While expansion in traditional education at all levels has been widespread in Nigeria, the level of provision has not yet caught up with the demand for places. At primary level alone, the growth rate in school population between 1965 and 1974 was in excess of 400% (INTERNATIONAL EXTENSION COLLEGE/INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON, 1981, p.1). The serious implications for adequate provision of teaching staff at that level became clear when, in its *Third National Development Plan* (1975-1980), the Federal Government of Nigeria provided for the establishment of free and universal primary education for all Nigerians. Since then, governments' energies (at national and state levels) have been largely concentrated in fulfilling the need for adequately trained teachers in all schools. That is a target which is expected to become a reality in 1995, when the accepted minimum teacher qualification will be the Grade II Teachers' Certificate. It is envisaged that the National Certificate in Education (NCE) will ultimately become the minimum basic qualification for entry into the teaching profession (FEDERAL GOVERNMENT OF NIGERIA, 1990, p. 39).

The concentration of government financial support for distance education at higher education level is, therefore, not surprising. Both the National Teachers' Institute (established 1976) and the Institute of Education, Ahmadu Bello University (ABU correspondence courses started in 1968) offer upgrading courses by correspondence for teachers preparing for the Grade II Teachers' Certificate. The Institute of Education at ABU started the NCE by correspondence in 1976, followed by the NTI in 1990, in their attempt to advance the objective of the Government of Nigeria as stipulated in the *National Policy in Education*, para. 61. A major programme is underway at NTI to upgrade holders of the Grade II Teacher's Certificate to NCE level.

The trend continues in higher education to provide training for professionals needed in the job market. Although degree courses at a distance began at the University of Lagos in 1975, much-needed expansion to absorb qualified unsuccessful university applicants opened up the debate of establishing a National Open University of Nigeria. (OJO, G J A, 1984?, p. 28). The Open University Bill passed in 1983 and subsequently suspended, continued to provoke debate, in spite of the expansion made in establishing seven conventional state universities. Now revived as an establishment within a traditional university, the University of Abuja Centre for Distance Learning is to launch its programmes late in 1991

Given the concentration of government efforts at higher education level, the gap in provision at school and pre-degree levels has been taken care of by private enterprise. Government intervention is by validation of the commercial institutions in order to avoid exploitation of clients. It is by obtaining government licence as an 'approved correspondence college' that the status of such institutions is enhanced and that their clients become aware of the dangers inherent in enrolling with unapproved institutions. Radio broadcast transmission also provides an educational broadcasting service based on the national guidelines of the curriculum, embracing primary, secondary and teacher education. In so far as these broadcasts are transmitted nation-wide and the contents are closely linked with national syllabi, they can be seen as an extension of government provision in education below university level.

The following references form the main sources which have been consulted in preparing the above overview:

1. FEDERAL GOVERNMENT OF NIGERIA (1990) *National policy on education*, p 34

2. INTERNATIONAL EXTENSION COLLEGE/INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON (1981) *National Teachers' Institute, Kaduna, Nigeria Case Study*, p. 1, mimeograph)

3. OJO, G J A. (1984?) *Distance Education in Nigeria and the Emergence of the National Open University*, Kaduna: Layon Security & Colour Printers, p 28)

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. National Educational Technology Centre

Address	Federal Ministry of Education P.M.B. 2027 Kaduna NIGERIA
Telephone	(+234 62) 211625/201041/18

Contact	Joe DE-GOSHIE (Director)
Date institution was established: 1957	
Aims and objectives	i) To provide training in the use of educational technology as applied within the national education system ii) To provide radio and television programmes for educational use in schools and teacher-training colleges
No. of staff	500 (1989)

Annual Budget

Budget allocation	N2 8 m. capital project (1989) (c. US$ 400,000) N2 3 m. overhead costs (1989) (c. US$328,570)
Source of funding	Federal Government of Nigeria

Courses Details

Educational level	Various: primary, secondary, and tertiary education
Eligibility	Government-sponsored educational institutions
Subjects taught	Radio: English, French, Science, Poetry, Hausa, Maths, History TV: Oral English, Matter and Energy, Practical Biology, Practical Chemistry, Maths, Literature in English
Media & methods	Radio and television programmes

Special Features

1 Designs, provides and develops audio-visual materials for use in schools and teacher-training colleges

2 Trains educational technologists and broadcasters

3 Organises seminar workshops on audio-visual technology nationwide for teachers of all grades

4 Acts as consultancy agency to the Federal Government on all matters relating to educational technology

5 Has its own radio and television studios but does not have any transmission facilities

6 Writes all scripts for broadcast but sometimes commissions a few

7. All programmes are syllabus-related

2. National Teachers' Institute

Address	P.M.B. 2191 Kaduna NIGERIA
Telephone	NTI Liaison Office in Lagos: (+234 1) 687540 Fax in Lagos (+234 1) 685627
Contact	Dr. M. M. BUNZA (Director)

Date institution was established: 1976

Aims and objectives	To improve the quality of teacher training within the education system in Nigeria To upgrade teachers already in post through distance learning methods
No. of staff	830 full-time 1472 part-time 115 course developers engaged in 1989 in 7 subjects
No. of students	Teachers Certificate Grade II (TC II) 20,237 (1989) Nigerian Certificate in Education (NCE) 31,162 (1990)

Annual Budget

Budget allocation	Naira 5,680,000 (c. US$850,000)
Source of funding	Federal Government of Nigeria

Courses Details

Educational level	i) Continuing and ii) tertiary education.

	i) upgrading of teachers to TC Grade II ii) Nigerian Certificate in Education (DLS programme introduced in 1988)
Eligibility	Teachers in post
Subjects taught	As prescribed
Media & methods	Printed correspondence texts, face-to-face (study centres)

Special Features

1. *National policy in education (revised) 1981* suggests that by 1995 no teacher without TCII will be allowed to teach.

2. TC II is being phased out.

3. There is a limit of between 80-100 students per study centre.

4. NCE is a tertiary level qualification which could be upgraded to a degree by 2 years of further study full-time.

5. NCE will be the basic teaching qualification with effect from 1995.

6. No fees are paid by students but it is mandatory that they buy the course materials.

7. NTI has a teachers' support service. It also aims to extend its service to provide audio-visual support to help teachers with workshops.

3. University of Lagos Correspondence and Open Studies Institute

Address	University of Lagos Yaba - Lagos NIGERIA
Telephone	(+234 1) 822403
Contact	Prof. E. O. FAGBAMIYE (Director)

Date institution was established: 1962. Distance teaching in1975

Aims and objectives	To provide university education through distance learning methods to students in full employment

No. of staff	5 full-time, 150 part-time
No. of students	6500 (currently enrolled)

Annual Budget

Budget allocation	2m Naira (US$251,889.00)
Source of funding	University and enrolment fees

Courses Details

Educational level	BSc (Accounting), BSc (Business Administration), BSc (Physics, Chemistry, Maths, Biology, Education)
Eligibility	Open nationwide to all students with 5 'O' levels or WAEC School Certificate with credits in English, Mathematics and 3 others or 3 'A' level subjects, professional certificates, e.g. ACCA, AIB and NCE
Subjects taught	Prescribed course for each degree programme
Media & methods	Print, face-to-face tuition (weekend seminars and study centres.

Special Features

1 COSIT no longer (since January 1990) receives a subvention from the Federal Government.

2 Each student now pays a fee of N500 p.a. - previously no fees charged.

3 COSIT plans to offer non-formal education courses in community and public health with international funding.

4 The number of credits for a degree is between 120-124 over a period of between 5-8 years; for the postgraduate diploma between 36-40 credits, for those with 'A' levels undertaking a degree course, minimum number of credits required is 90.

4. Federal Radio Corporation of Nigeria Educational Services

Address	Broadcasting House P.M.B. 12504

Ikoyi
Lagos
NIGERIA

Telephone (+234 1) 603010 - 5

Telex 21011, 21484, 21662

Contact Mr. S. N. EZENWILO (Acting Assistant Director (Education))

Date institution was established 1961 under the auspices of the Ford Foundation

Aims and objectives To provide an educational broadcasting service based on the national guidelines of the curriculum

No. of staff 10 producers covering various disciplines - all graduates with either teaching experience or with teacher qualification. Technical and administrative backup provided from pool of FRCN staff.

Annual Budget

Budget allocation Not known. Administered under FRCN budget via the Ministry of Information

Source of funding Ministry of Information

Courses Details

Educational level Formal education - relating to syllabi for primary, secondary and teacher-training education

Eligibilty All educational institutions

Subjects taught

Primary
Stories for Children, Social Studies, English Speaking English

Secondary
Oral English, Creative Arts, Biology, French, Physics, Integrated Science, Chemistry, Economics, Introductory Technology Geography, Mathematics, Agricultural Science

Teacher Training Colleges
Child Psychology, The Teacher in Action, Principles and Practice of Education

Guidance and Counselling
Government and You

Media & methods Radio broadcast, print-notes for teachers published (not since 1983) 3 times per year on Science, primary and post-primary education. Also master tapes produced for broadcast via radio stations in Enugu, Ibadan and Kaduna

Special Features

1. Cooperation of producers (and sometimes consultants) to produce scripts.

2. Broadcast programmes are produced on guidelines of the syllabus as provided by NERDC (Nigerian Educational Research and Development Council).

3. Producers receive feedback from teachers.

4. Producers duplicate tapes for teachers for a fee.

5. Lack of financial resources led to notes for teachers being discontinued.

5. Technology and Science Education Department

Address

Vocational Unit
Federal Ministry of Education
Room 605
P.M.B. 12573
Victoria Island
Lagos
NIGERIA

Function

To monitor and assess courses offered by private correspondence colleges. Such colleges are visited and written assessment is undertaken by specialist consultants on behalf of the Ministry of Education. At the moment 5 colleges have been approved. Another 4 are under consideration but there are about 50 more which come under the category of unapproved correspondence colleges. The Vocational Unit's terms of reference is made explicit under Decree 32 of 1987. See attached list of approved correspondence colleges.

Note: The existence of 50 unapproved correspondence colleges reflects

i) the insatiable desire for education

ii) the inadequate provision/coverage by existing institutions

iii) the need for monitoring standards

Details of four of the five approved correspondence colleges are as follows:

1 Exam Success Correspondence College
56 Lanbinjo Avenue
Ikorodu Road
Lagos
NIGERIA

2 Walton Tuition House Associate Ltd
32 Igbosore Road
P.M.B. 12822
Lagos
NIGERIA

3 Pacific Correspondence College
Pacific House
Urew - Obosi
P.M.B. 1763
Onitsha
Anambra State
NIGERIA

4 Progressive Management Correspondence College
27/32 Beirut Road
Kano
NIGERIA

6. Walton Tuition House

Address 31 Igbosere Road
P.M.B. 12822
Lagos
NIGERIA

Contact Mr Victor C.A. ANOZIE

Aims and objectives	To provide correspondence education to nationals engaged in private study
No. of staff	38 (8 full-time)
No. of students	905

Annual Budget

Source of funding	Student fees

COURSES DETAILS

Educational level	i) Diploma/Certificate ii) Secondary: GCE 'O' and 'A' level
Eligibility	Registered students
Subjects taught	i) Diploma and certificate courses in Marketing, Commerce and Industry, Public Relations, Marketing, Managerial Principles, Economics, Accounting, Advertising, Law, Business Education ii) subjects not specified
Media & methods	correspondence materials

Special Features

Member of the National Association of Approved Correspondence Colleges

7. University of Abuja Centre for Distance Learning and Continuing Education

Address	P.M.B. 195 Abuja Federal Capital Territory NIGERIA
Telephone	(+234 9) 2342932
Fax	(+234) 8821605
Contact	Professor Albert O. Ozigi, Head

Date institution was established: January 1988 (distance teaching, 1991)

Aims and objectives	To provide educational opportunities for Nigerians unable to take up full-time higher education, and to provide additional opportunities for potential students unable to enter higher education because of lack of available places
No. of staff	307 (7 full-time)
No. of students	3,500 (projected)

Approx. No. enrolled annually: c. 3500 is projected number of students in initial intake.

Annual Budget

Budget allocation	N2,500,000 (c. US$313,250)
Source of funding	Federal Government

Courses Details

Educational level	Courses offered at 3 levels: i) Certificate/Diploma ii) Undergraduate degree iii) Continuing Education
Eligibility	Same entry requirements as for on-campus students
Subjects taught	Law, Arts, Social Sciences, Education, Science (Commencement of Science dependent on adequate laboratory facilities being available)
Media & methods	Print, audio, some video

Special Features

The University of Abuja offers on-campus as well as off-campus programmes. On-campus programmes will begin in 1990-91. It is hoped that off-campus programmes will begin later in the same academic year.

8. Progressive Management Correspondence College

Address	27-32 Beirut Road P.O. Box 2934 Kano NIGERIA
Telephone	(+234 64) 623699
Contact	Dr Sadiq Ibikunle SANUSI

Date institution was established: 1982

Aims and objectives	To prepare students for GCE and examination in professional subjects
No. of staff	14 (including 8 part-time)
No. of students	105

Approx. No. enrolled annually: 45

Annual Budget

Budget allocation	Naira 120,000 (US$20,000)
Source of funding	Private student fees

Courses Details

Educational level	i) Secondary education ii) Diploma (post-secondary)
Eligibility	Registered students
Subjects taught	i) English, Mathematics, Economics, Commerce, Science subjects ii) Related subjects for the Diplomas in Marketing, Purchasing & Supply, and Accounting
Media & methods	Correspondence texts, audio-visual aids, radio

RWANDA

COUNTRY PROFILE

Population	6.6 m
Area	26,338 sq km.
Languages	French, Swahili, Kingarwanda
GDP per capita	US $ 280 (1988/89)

OVERVIEW

INADES-Formation is a non-governmental organisation with an international outlook engaged in development projects in several countries in Africa. With its headquarters based in Côte d'Ivoire INADES-Formation has gone through a series of transformation by means of self-evaluation to discover what its main focus and role in development should be. Over the years there has evolved a firm conviction that development projects adopting distance teaching techniques should be their main focus.

In every case, the respective national offices cater for and administer to local needs, but always drawing inspiration and experience from the core of materials and personnel available from within the organisation. Under the headings, ***Research*** - *Projects* and ***Special Features***, you will find details about the activities with which INADES-Formation is involved in Rwanda.

The following references form the main sources which have been consulted in preparing the above review.

1. AFRICAN INSTITUTE FOR ECONOMIC AND SOCIAL DEVELOPMENT. African Training Center (1985) *What is INADES-Formation?*. Abidjan. INADES-Formation.

2. INADES-FORMATION (1989) *Rapport d'activite 1987-1988*. Abidjan. INADES-Formation.

INSTITUTION INVOLVED IN DISTANCE TEACHING

INADES - Formation

Address	B.P. 866 Kigali

RWANDA

Telephone	(+250) 4713
Contact	R ERPICUM (Director)
Date institution was established:	1975
Aims & objectives	To train and support people engaged in development work, especially those living in the rural areas
No. of staff	24 (including 13 trainers)

Annual Budget

Source of funding	International, with local support for particular projects

Courses Details

Educational level	Non-formal education. Course in basic agriculture (formation of cooperatives)
Eligibility	No educational requirements stipulated
Subjects taught	Four series of course materials, each comprising 9 booklets on i) General agriculture & animal husbandry ii) The farmer's production iii) The farmer's occupations iv) Extension
Media & methods	Printed correspondence material, group study sessions, seminars

Research

Projects	Work with 85 groups of 10-15 women in each at the Nutrition Centre in Busoro Work with illiterate women

Special Features

INADES-Formation in Rwanda has developed course material in the following areas: agriculture, development workers, cooperatives, literacy

SOMALIA

COUNTRY PROFILE

Population	4.8 m
Area	725,541 sq.km.
Languages	Somali, Arabic, English, Italian, Swahili
GDP per capita	US$352 (1988/89)

OVERVIEW

The use of distance teaching methods in Somalia is so far restricted to the Institutute of In-service Treacher Training (IITT), whose remit is exclusive to educational provision for refugees. Like the Sudan, Somalia has a large influx of refugees for whom it has to provide basic education. However, the approach taken by Somalia is one where the main focus is on teacher training provision, although not exclusively so.

Like the Sudan, the absence of a tradition of distance education practice has led to expertise being sought from outside the country. The International Extension College (IEC), United Kingdom, has acted as consultant to organise workshops and training sessions with staff.

The flexibility of distance teaching has also offered opportunities to the trainee teachers to advance themselves professionally, even beyond the present scope of their training. IITT is aware of the limitation inherent in its teacher-training programme to take a flexible approach towards an ambitious refugee who may wish to extend the professional skills acquired for more attractive and satisfying positions outside the IITT system.

In addition to the main IITT office in Mogadishu, there are 4 regional offices and 3 regional sub-offices servicing 41 camps (1982 figures).

The following references form the main sources which have been consulted in preparing the above review:

1. HUSSEIN, H.A. (1985) *Institute of In-service Teacher Training: a case study*. London: University of London, Institute of Education (DICE & IEC).

2. LINGAPPA, S. (1977) *Education and the socio-economic environment - recent developments in Somalia*. Paris: UNESCO: Division of Educational Policy & Planning.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Institute of In-service Teacher Training (IITT)

Address	P O Box 3490 Mogadishu SOMALIA
Telephone	(+252 1) 21149
Contact	Mr Mohamed Mohamud FARAH
Date institution was established	1981
Aims and objectives	i) To provide training for teachers in primary schools set up for the children of refugees ii) To extend adult education to refugee adults
No. of staff	1807 (including 71 at headquarters) (1990)
No. of students	30,709, of whom 20,000 are in schools (1990)

Annual Budget

Budget allocation	US$2,899,744 (1989/90) for overhead costs; US$309,915 (1989/90) for foreign procurement
Source of funding	United Nations High Commission for Refugees (UNHCR)
Sponsorships	Danish International Development Agency Overseas Development Administration, UK Oxfam(UK), Dane Hurchaid

Courses Details

Educational level	Secondary & Continuing education i) Teacher Education Programme (Primary): a) 2 year basic in service course, b) 4 year upgrading course ii) Refugee non-formal Adult Education Programme iii) Administration of Primary-level education in refugee camps

	iv) Administration of some Secondary-level education in refugee camps
Eligibility	All refugees requiring educational training
Subjects taught	i) a) Methodology of Education, Mathematics, General Science, Social Science, Somali b) English, Arabic, Somali, Mathematics, History, Education, Chemistry, Physics, Biology, Geography ii) a) Pre-literacy course (4 months): Agriculture, Health Education, Business Education; b): Basic Literacy and Numeracy (4 months); c): Post-literacy course to strengthen reading and writing skills iii) & iv): subjects not specified
Media & methods	Printed correspondence texts, audio cassettes, face-to-face, radio, newspaper

Special Features

1. There are 46 primary schools in the 35 refugee camps spread over seven regions. IITT has a studio room with copying/dubbing facilities but with no professional staff to provide the service. The Institute, therefore, engages staff from the national broadcasting service on a part-time basis as and when required.

2. IITT also has a well-equipped printing workshop.

3. A proposal from the Ministry (February 1990) has been announced to elevate the status of IITT to a national institution, and is to be known as the Somali Institute of Distance Education.

2. Somali Correspondence Secondary School

Address	Mogadishu SOMALIA

Date institution was established: 1975

Aims and objectives	i) To increase access to secondary education ii) To update academic/professional skills of civil servants
No. of students	619 (1985-86)

Annual Budget

Source of funding	Ministry of Education
Sponsorships	Ministry of Education, Somali Revolutionary Socialist Party (SRSP)

Courses Details

Educational level	i) Foundation course to secondary education level
	ii) secondary education course
Eligibility	School children and young adults who are employed
Subjects taught	Somali, Arabic, English, Mathematics, Chemistry, Physics, Biology, History, Geography
Media & methods	Correspondence material

SUDAN

COUNTRY PROFILE

Population	21 6 m (1988/89)
Area	2,505,813 sq.km.
Languages	English, Arabic, Nilotic, Nilo-Hamatic
GDP per capita	US $ 228 (1988/89)

OVERVIEW

The growing number of refugees from Eritrea and Ethiopia entering the Eastern Region of Sudan led to a survey being conducted in 1982 into the educational needs of these people. The influx of refugees required urgent action from the government of Sudan. It was a situation to which the government could not react quickly without resorting to outside help. While the government saw the need to establish an educational base within the settlements, the form it was to take was not one which could be easily determined if it was to be effected quickly. Consequently, the Sudan Extension Unit (later known as the Sudan Open Learning Unit) was established in 1984, following formal talks between the International Extension College of the United Kingdom and the Sudanese government.

The Sudan Open Learning Unit (SOLU) was the first institution of its kind in Sudan, although it is reported that a multimedia approach is followed in the inservice training of teachers (*Development of Education 1981-83*, 1984 p.17). The absence of personnel skilled in distance learning methods meant that expertise required to run SOLU had to come from outside the country. Given that scenario, SOLU has emerged as an institution which is well entrenched in the system, operating in a collaborative way with government and non-governmental organisations. For example, not only did the University of Khartoum take on the responsibility of preparing some of the proficiency tests used by SOLU, but other organisations (UNHCR, Sudan Council of Churches, Concern, Lalmba Association, REST) collaborated in offering their premises to SOLU as study centres for both formal and non-formal education activities.

Given the scale of the operation which required provision of education for a wide age range of refugees, Sudan needed financial assistance to engage the International Extension College to undertake this programme of work. The goodwill which existed in the offer of premises as study centres by non-governmental organisations was also extended in funding the project. It would have been an impossible task for the hard-pressed economy of Sudan to bear the full cost of this task otherwise.

BEST COPY AVAILABLE

It is to the credit of SOLU that it can offer courses to suit the various needs of the refugees. The limitations of the courses are obvious, given that very few of the recipients are likely to progress beyond the current offering of courses to higher education. In addition to coping with difficulties associated with age and educational level is not only taken into account, provision is made for untrained teachers to receive help in improving their performance.

The following references form the main sources which have been consulted in preparing the above overview:

1. ARBAB, A H (1991) *Distance Education for Development 1991. Country Case Study: Sudan Open Learning Unit*, London: University of London, Institute of Education (DICE & IEC)

2. DEMOCRATIC REPUBLIC OF SUDAN, MINISTRY OF EDUCATION AND GUIDANCE (1984) *Development of Education 1981-1983. National report presented to the 39th Session of the International Conference of Education, Geneva, October 1984.*

3. SUDAN OPEN LEARNING UNIT (1988) *Annual report 1987-88*, Khartoum: Sudan Extension Unit

INSTITUTION INVOLVED IN DISTANCE TEACHING

Sudan Open Learning Unit (formerly Sudan Extension Unit)

Address	P.O.B. 986 Khartoum 2 SUDAN
Telephone	(+249 2) 41891
Telex	22190 ACROP SUDAN
Contact	Mrs Rashida A. MUTALIB (Director)

Date institution was established: 1984

Aims and objectives	Educational
No. of staff	51
No. of students	1297 (1987-88) 1308 enrolled

Approx. No. enrolled annually: average 2150; for 1989-90: 3269

Annual Budget

Budget allocation	£S1,820,046.19(1989-90) (c. US$306,662)
Source of funding	Government of Sudan and international aid
Sponsorships	International Extension College (IEC), Cambridge, UK

Courses Details

Educational level	Continuing/Secondary Education: i) Non-formal Education for Adults a) Literacy and health education courses for refugees b) Primary Health Care (in progress) ii) Secondary Education Secondary education over 3 academic years leading to GCE 'O' level in 5 subjects: English, Mathematics, Biology, Physics, Chemistry. Available to young urban refugees iii) Continuing Education: Teacher Assistants In-service training for untrained teachers.
Subjects taught	i) a) Reading, Writing, Arithmetic, Health Education b) Primary Health Care - post-literacy ii) English, Mathematics, Physics, Chemistry, Biology iii) In-service training for teachers
Media & methods	Correspondence texts, group study, tutorial support, kit boxes

Special Features

1. SOLU works in refugee settlements.

2. School-in-a-box is a kit containing all that is necessary to conduct classes of 30-50 students each (stationery, science kit, register, wallchart, lamps, blackboards and paint, large metal box with compartments).

3. Other forms of kits are also in use: Foundation kits, Formal kits, Tutors kits.

SWAZILAND

COUNTRY PROFILE

Population	670,000 (1988/89)
Area	17,363 sq km.
Languages	English. SiSwati
GDP per capita	US $ 834 (1988/89)

OVERVIEW

A breakdown of figures for government-maintained schools in 1987 was given as follows:

	No. of schools	No. of Teachers
Primary schools	72	920
Secondary schools	64	1141

(SWAZILAND. MINISTRY OF EDUCATION, 1988, p.2)

There are a few other types of educational institutions operating in Swaziland. Overall, however, it is evident from the above figures that the school population for each level is rather small. What is surprising is that the number of schools offering secondary education is relatively high in proportion to those at the primary level. This might in part account for the varied and seemingly uncoordinated state of distance education provision in Swaziland. It is reported elsewhere (UNIVERSITY OF LONDON, p.1), however, that the number of primary schools in 1981 was approximately 400, operated by government, church and private agencies.

Given Swaziland's small population of under one million the maintenance of an infra-structure in such a state as Swaziland to enhance development in all sectors of the country cannot be an easy task. One would regard education as the main sector through which to effect change quickly. The provision of distance education programmes becomes an underlying question that needs to be addressed, given the large number of private organisations involved in education at school level.

A recent survey (VISSER, J, 1990) listed the following as providers of distance education in Swaziland:

i) Emlalatini Development Centre
ii) William Pitcher College (affiliated with the University of Swaziland and offering in-service teacher training)
iii) Division of Extra-Mural Services offering certificate/diploma courses in Adult Education

iv) Sabenta National Institute

In the survey, the main clientele of distance education were described as follows:

a) students for whom formal education systems have not been able to cater appropriately
b) employed youths wishing to continue with formal education
c) serving teachers who cannot attend residential training
d) adult population pursuing an interest

The existence of such a range of programmes seems to suggest that the formal education system suffers from a high drop out rate. In addition, Sabenta National Institute concentrates its activities on non-formal education, particularly in numeracy and literacy to cater for the large number of people living in the rural areas. The variety of distance teaching programmes available on a number of levels seems to reflect the difficulty of establishing an effective infra-structure in small countries.

It is not surprising, therefore, that several surveys have been undertaken recently, which would suggest a level of concern about education provision in the area (FARRELL, G M, 1989; JEVONS, F et al, 1987; LEIBBRANDT, G J, 1989). All the surveys are in general agreement about the need for expanding the use of distance education, whether locally or in collaboration with other countries in the region.

The following references form the main sources which have been consulted in preparing the above overview:

1. SWAZILAND, MINISTRY OF EDUCATION (1988) *Annual report, 1987*. Mbabane: Ministry of Education.

2. VISSER, J (1990) *Case Studies in Southern Africa: Angola, Lesotho, Mozambique, Swaziland and Zimbabwe*. Paper tabled at the UNESCO Distance Education Seminar on Africa held in Arusha, Tanzania, 24-28 September, 1990. UNESCO: Paris. Doc CA/Arusha/4/i

3. FARRELL, G M (1989) *Distance education for the University of Swaziland. A report for the Vice-Chancellor of the University of Swaziland prepared at the request of the Commonwealth of Learning*. Vancouver: Commonwealth of Learning.

4. UNIVERSITY OF LONDON, INSTITUTE OF EDUCATION (1981) *In-service teacher training in Swaziland: a case study*. London: Institute of Education (DICE & IEC).

5. OJOK, I N (1978) *A Study of in-service training for rural development in Swaziland*. Paper presented at the Economic Commission for Africa Regional Symposium on Non-Formal Education for Rural Development held in Addis Ababa, 28 August-8 September 1978.

6. LEIBBRANDT, G.J. (1989) *An Open University in the SADCC Region. A report of the consultancy funded by the Commission of European Communities to investigate the feasibility of such a venture.*

7. JEVONS, F et al (1987) *The Southern Africa Distance Education Project. A proposal prepared for SADCC countries with support from the Commonwealth Secretariat*

INSTITUTION INVOLVED IN DISTANCE TEACHING

Emlalatini Development Centre

Address	P.O. Box 547 Mbabane SWAZILAND
Telephone	(+268) 2615
Contact	Miss P. I. CELE (Principal)

Date institution was established: 1973

Aims and objectives	To provide an alternative educational opportunity for school children and young adults who have failed to obtain adequate examination results in the formal system
No. of staff	35 (1987)
No. of students	2367 (1990)

Approx. No. enrolled annually: 867

Annual Budget

Source of funding	Ministry of Education
Sponsorships	Danish Development Agency (DANIDA)

Courses Details

Level of programme

a) Secondary Education

i) Junior Certificate (7 subjects)

ii) GCE 'O' level (7 subjects)

b) Continuing Education: vocational

	c) Agriculture Teachers In-Service Programme (provides training to serving primary school teachers who have not had formal training in the teaching of Agriculture: 2 year course - residential and correspondence tuition)
Eligibility	Registered students
Subjects taught	English, Mathematics, Social Studies, Science, SiSwati, Religious Studies, Home Economics
Media & methods	Correspondence material, short residential courses, radio

Special Features

Member of the Distance Learning Association of Southern Africa

TANZANIA

COUNTRY PROFILE

Population	23 m (1988/89)
Area	945,087 sq km
Languages	English, Kiswahili
GDP per capita	US $ 255 (1988/89

OVERVIEW

Two major reasons why the government of Tanzania introduced distance education in the country were:

i) to provide mass education on a wide scale
ii) to provide professional training for nationals in post: teachers, cooperative/development workers

The Government of Tanzania has set up institutions to fulfil these goals.

Prior to independence, there were several private institutions outside the formal system providing alternative education by correspondence method (JEVONS, F et al, 1987 (Tanzania) p. 3). These were all foreign, and controlled from outside the country.

Since independence, the Tanzanian Government has translated its ideas about mass education into practice via its socialist policy by expanding provision within the school system and by the introduction of distance education to enhance the quality of provision both within the formal system and the non-formal sector. For example, distance education is effectively used in several spheres of the nation's activities: for political awareness (National Correspondence Institution), for basic skills in cooperative management (Cooperative Education Centre), for health and sanitation improvement purposes (HESAWA and CEDHA). There is also another institution, the South African Extension Unit, devoted to the education of refugees from Southern Africa.

While distance education has been widely used in the non-formal education sector for mass education purposes, attention is now being turned to formal education, particularly in higher education. The proposal for the establishment of an Open Universisity of Tanzania awaits government approval. What is clear about Tanzania's use of distance teaching practice is that objectives are often set for goals that are to be attained. Distance education is seen as a means to an end; much of the development that has

taken place has been to extend the bounds of educational practice in the process of national development.

The following references form the main sources which have been consulted in preparing the above review:

1. MANTA, N N. (1988) *Case Study: The Cooperative Education Centre, Moshi*, London: University of London, Institute of Education (DICE & IEC)

2. KAMEKA, N I (1988) *Case Study: National Correspondence Institution - Tanzania*, London: University of London, Institute of Education (DICE & IEC)

3. KOTTA, M & GOLOLO, B (1991) *Country Case Study: South African Extension Unit, Tanzania*, London: University of London, Institute of Education (DICE & IEC)

4. NYUNDO, I A (1989) *Promoting rural environment sanitation through distance teaching*, London: University of London, Institute of Education (DICE & IEC)

5. CUTTING, A K (1989) *The role of media technology within the proposed Open University of Tanzania. A report prepared at the request of the Commonwealth of Learning for the Planning Committee of the proposed Open University of Tanzania*, Vancouver: The Commonwealth of Learning

6. JEVONS, F et al (1987) *The Southern Africa Distance Education Project. A proposal prepared for SADCC countries with support from the Commonwealth Secretariat*

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Cooperative Education Centre

Address	P O Box 474 Moshi TANZANIA
Telephone	(+255 55) 2228/2229/3220/3221
Contact	Mr J T MAHUWI (Principal)
Date institution was established	1964
Aims and objectives	i) to conduct Cooperative Education through correspondence courses and radio ii) to promote and conduct Cooperative Field Education to workers and peasants

functionaries at village level through established Regional Cooperative Wings

iii) To conduct research and consultancy services on cooperative education and cooperative activities with special emphasis on the rural sector

iv) To carry out practically oriented training of middle level personnel of the Department of Ujamaa and Cooperative Development in the Prime Minister's office

v) To prepare and produce training materials

No. of staff 36 (including 11 part-time)

No. of students 114 (1980) 255 (study groups)

Annual Budget

Sponsorships Government, in collaboration with the Cooperative Union of Tanzania

Courses Details

Educational level Continuing Education: Courses leading to:
i) Advanced Diploma Course, incorporating the Ordinary Diploma in Cooperative Management and Cooperative Accounting

ii) Certificate Course in Management and Accounting/Retail and Wholesale Management

Eligibility Candidates can only enrol if they are employed or have work experience in the area of proposed course of study

Subjects taught Cooperative Development, Rural Sociology, Accountancy, Marketing, Political Education, Statistics, Law, Savings and Credit, Management and Administration

Media & methods Printed correspondence materials, radio broadcast, study groups, one-day schools

Special Features

Students have access to library facilities available through branches of the National Library Service and other library systems, e.g., Ministry of Education, Department of Adult Education

2. National Correspondence Institution

Address	University of Dar-es-Salaam P.O. Box 20679 Dar-es-Salaam TANZANIA
Contact	E.N. NTIRUKIGWA, Institute of Adult Education
Date institution was established	1970
Aims and objectives	i) To educate literate but isolated persons throughout the country about the importance of national development ii) To educate Tanzanians on their national policy of socialism and self-reliance iii) To contribute to the manpower development of the country
No. of staff	25 full-time + part-time tutors
No. of students	35,000 teachers have so far been trained under this programme. Also, between 1973 and 1989, there were 69,598 students (58,285 of whom were men) enrolled for various courses

Annual Budget

Source of funding	Government of Tanzania with assistance (for 5 years) from Swedish International Development Agency

Courses Details

Educational level	Non-formal education courses for i) Workers affecting national policies and programmes ii) In-service training for teachers

Subjects taught

i) 2 year course in Book-keeping, Accounting, Management and administration, National policies and development

ii) Teacher in-service course - Political education, Kiswahili, English, History, Geography, Mathematics

Media and methods

Correspondence material, radio broadcasts, audio cassettes, study groups, residential sessions

Special Features

National Correspondence Institution plans to expand courses offered by introducing diploma and certificate courses in management and administration. Also, technical and vocational courses are being planned in carpentry, masonry, plumbing, tailoring, electric and radio technology, and motor mechanics.

3. Health through Sanitation and Water Programme (HESAWA)

Address

Ministry of Community Development, Women Affairs and Children
P.O. Box 3448
Dar-es-Salaam
TANZANIA

Contact

Mrs E.M. MUNUO, MP

Date institution was established: 1985

Aims and objectives

i) To achieve improved water supply

ii) To achieve improved health and environmental sanitation

No. of students

Study group programme: 4600, plus 2 000 others

Annual Budget

Sponsorships

Swedish Development Agency

Courses Details

Educational level	Non-formal basic education
Eligibility	People in targeted rural areas
Subjects taught	Water improvement, Family health
Media & methods	Print, radio, face-to-face

Special Features

Special emphasis is placed on the participation of women

4. South African Extension Unit

Address	P O Box 70074 Dar-es-Salaam TANZANIA
Telephone	(+255) 373325/6
Contact	Ms Nderikyo Elizabeth LIGATE (Director)

Date institution was established: 1984

Aims and objectives	To offer educational opportunities to South African exiles based in Tanzania and other Frontline states
No. of staff	11
Approx. No. enrolled annually:	1350 for 1989 (c. 1265 SAEU Basic Education courses in Tanzania and Angola, 80+ GCE)

Annual Budget

Source of funding	Commonwealth Secretariat, Commonwealth Fund for Technical Cooperation (CTFC), United Nations Education & Training Programme for Southern Africa (UNETPSA), Swedish International Development Agency (SIDA) and NORAD

Courses Details

Educational level	i) Basic education ii) Secondary education iii) Adult non-formal education
Subjects taught	i) English, Mathematics, Agriculture ii) 'O' and 'A' level courses imported from Wolsey Hall and Metropolitan College, UK, including Mathematics, English, Physics, Chemistry, Biology, Sociology, Principles of Accounts, Economics, Commerce and Law iii) Details not specified
Media & methods	Correspondence units, audio-cassette programmes, weekend schools, face-to-face

Research

Projects	The Unit aims to introduce a Basic Primary Health Care programme and other professional and vocationally oriented courses.

Special Features

Courses are prepared with the co-operation of the Tanzania Institute of Adult Education and the Tanzania National Correspondence Institution. Students are served in 16 study centres in 5 Frontline states: Angola, Botswana, Tanzania, Zambia, Zimbabwe.

5. Centre for Educational Development in Health Arusha (CEDHA)

Address	P O Box 1162 Arusha TANZANIA
Telephone	(+255 57) 2217
Fax	(+255 57) 7615
Contact	Dr S S NDEKI
Aims and objectives	To enhance the capacity of district health personnel

Courses Details

Educational level	Continuing education
Eligibility	Health and community development workers, particularly those based in the rural areas.
Subjects taught	Child Health, Communicable Diseases, Community Health
Media & methods	Printed course material, tutor-marked assignments

Special Features

CEDHA adapts AMREF courses developed in Kenya for local use.

TOGO

COUNTRY PROFILE

Population	2.9 m (1988/89)
Area	56 785 sq km.
Languages	French, Ewe, Kabré
GDP per capita	US $ 238 (1988/89)

OVERVIEW

INADES-Formation is a non-governmental organisation with an international outlook engaged in development projects in several countries in Africa. With its headquarters based in Côte d'Ivoire INADES-Formation has gone through a series of transformation by means of self-evaluation to discover what its main focus and role in development should be. Over the years there has evolved a firm conviction that development projects adopting distance teaching techniques should be their main focus.

In every case, the respective national offices cater for and administer to local needs, but always drawing inspiration and experience from the core of materials and personnel available from within the organisation. Under the heading, ***Special Features***, you will find details about the activities with which INADES-Formation is involved in Togo. No new information has been received about the Ecole Normal Supérieure other than is given below.

The following references form the main sources which have been consulted in preparing the above review:

1. AFRICAN INSTITUTE FOR ECONOMIC AND SOCIAL DEVELOPMENT, African Training Center (1985) *What is INADES-Formation?*, Abidjan: INADES-Formation

2. INADES-FORMATION (1989) *Rapport d'activite 1987-1988*, Abidjan: INADES-Formation

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1 **Ecole Normal Supérieure**

Address Atakpamé
TOGO

Date institution was established: 1968

No. of staff	14 full-time, 20 part-time
No. of students	600 (1972)

Annual Budget

Sponsorships	Ministry of Education; support from UNESCO and UNICEF

Courses Details

Educational level	Further education:- in-service training for primary school teachers
Subjects taught	Modern mathematics, introduction to the study of children, problems of children's health and diet, pre-school education, factors in educational success and failure

2. INADES - Formation

Address	B.P. 39 Atakpame TOGO
Telephone	(+228) 400025
Contact	N. NADIEDJOA (Director)

Date institution was established: 1972

Aims and objectives	To train and support people engaged in development work, particularly those living in the rural areas
No. of staff	22 (including 10 trainers)

Annual Budget

Source of funding	International with local support for particular projects

Courses Details

Educational level	Non-formal education course in basic agriculture i) Women and young agricultural workers ii) Project with 123 women in 6 groups to impart skills of animal husbandry iii) Training in establishing cooperatives for pig farmers
Eligibilty	Anyone can enrol on the course
Subjects taught	Four series of course materials, each comprising 9 booklets on: i) General agriculture & animal husbandry ii) The farmer's production iii) The farmer's occupations iv) Extension
Media & methods	Printed correspondence material, group study sessions, seminars

Special Features

1 INADES-Formation is engaged in a project with 123 women in 6 groups to impart skills of animal husbandry.

2 Training is in hand to establish cooperatives for pig farmers.

3 Literacy work with women is in progress.

4 A total of 2104 persons was involved in training programme in agriculture during 1987-88.

TUNISIA

COUNTRY PROFILE

Population	7.1m (1988-89)
Area	164,150 sq km
Languages	French Arabic
GDP per capita	US$1200 (1988-89)

OVERVIEW

Unfortunately, there is no documentation to hand which reflects the current state of distance education provision in Tunisia. However, the institutional record provided below is recent information.

INSTITUTION INVOLVED IN DISTANCE TEACHING

Institut Superieur de l'Education et de la Formation Continue

Address	43 rue de la Liberté 2019 Le Bardo TUNISIA
Telephone	(+216) 01 568954
Fax	(+216) 01 568954
Contact	Professeur Mahdi ABDELJAOUAD (Directeur)

Date institution was established: 1983

Aims and objectives	To provide training opportunities for high school teachers to complete their teaching diploma
No. of staff	260 (200 part time)
No. of students	1200

Approx. No. enrolled annually: 400

Annual Budget

Budget allocation	US$300 000

Source of funding	Public funds
Sponsorships	UNFPA: Teaching population subjects 1987-91

Courses Details

Educational level	Tertiary University
Eligibility	High school teachers in post
Subjects taught	Arabic, French, History, Geography, Philosophy, Mathematics, Physics, Natural Sciences, Electronics, Mechanics
Media & methods	Correspondence material, summer school

UGANDA

COUNTRY PROFILE

Population	15,7 m (1988/89)
Area	236.036 sq km.
Languages	English, Swahili, Luganda
GDP per capita	US $ 225 (1988/89)

OVERVIEW

Uganda had, until the early 1970s, striven to provide an educational system to meet the various needs of the country. The challenges of the rural areas in the country were a constant concern that required political action which had to be seen to meet the needs of those areas. The work of the Centre for Continuing Education at Makerere University took on this role as identified in their various programmes, some of which were terminated through force of circumstance (KWESIGA, J B, 1981, pages 3-4). The concern to fill the existing gaps in the education provision, particularly in the case of those who either were in need of training to acquire professional skills or those whose school careers were incomplete prior to taking up gainful employment, is evident from the kinds of programmes offered. Withdrawal of the courses meant that the rural areas which had the least satisfactory educational provision were the worst affected (ODAET, C T, 1990, p. 60)

The political struggles which Uganda faced throughout the 1970s and 1980s forced distance education provision to pale with economic decline. For example, it is not even clear now whether distance education programmes for qualifications in public administration, once offered by the Correspondence Training School, are still available. Once supported by various institutions with finance/audit departments, it had a regular core of potential clients to draw from (see Correspondence Training School brochure)

What seems clear is that government support is always evident in distance education projects in operation in Uganda. The institution known to be currently operating is the Distance Teaching Unit based in the Ministry of Health (MULEKHWA, J, 1986, p.1). Its activities centre around the rural areas of Uganda. At the same time, there is also the proposal to revive the ailing Centre for Continuing Education at Makerere University (CHICK, J 1990, pages 18 ff.) with a view to providing degree courses in Education, Commerce, Social Sciences by distance teaching methods.

The state of distance education in Uganda needs further clarification, if only to establish a way forward with the country's development programme

The following references form the main sources which have been consulted in preparing the above review:

1. ODAET, C F, "Can Uganda's present education system meet challenges of rural development in Uganda?", in *East West Education*, vol. 11, Spring 1990, pp 52-66

2. KWESIGA, J B (1981) *Case Study: The Centre for Continuing Education, Makerere University, Uganda*, London: University of London, Institute of Education (DICE & IEC)

3. MULEKHWA, J (1986) *Distance Teaching Unit, Ministry of Health*, London: University of London, Institute of Education (DICE & IEC)

4. CHICK, J (1990) *Building for the future: the development of distance education programmes at Makerere University of Uganda. A report prepared for the Commonwealth of Learning*, Vancouver: The Commonwealth of Learning

5. INSTITUTE OF PUBLIC ADMINISTRATION, CORRESPONDENCE TRAINING SCHOOL (1980) *College brochure*, Kampala: Institute of Public Administration

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1 Makerere University Correspondence Unit

Address	Centre for Continuing Education Makerere University P O Box 16196 Kampala UGANDA
Contact	Prof. Anthony OKECH

Date institution was established: 1949, correspondence programme in 1967

Aims and objectives	i) To upgrade the professional skills of primary school teachers ii) To provide an alternative educational opportunity for children of school age and young adults who are gainfully employed
No. of staff	25 full-time, c.30 part-time
No. of students	500 (1985)

Annual Budget

Source of funding University/student fees

Courses Details

Educational level Various formal and non-formal education courses, some of which are no longer operative:

i) Teachers courses for Grade 1 and licensed teachers (1967-75)

ii) Preliminary course in English, mathematics, government and economics

iii) EACE 'O' level - for school pupils and adults (1967-1977)

iv) Course for government clerical workers (1969 on)

Eligibility Conditions governing each programme will apply

Subjects taught

i) Teachers prescribed course

ii) as indicated above

iii) English, mathematics, history, Luganda, principles of accounts, commerce, commercial studies, geography

iv) English, general knowledge, arithmetic

Media & methods Correspondence material, radio, weekend courses

2. Institute of Public Administration Correspondence Training School

Address

Institute of Public Administration
P.O. Box 20130
Lugogo
Kampala
UGANDA

Aims and objectives To train local government officers

Annual Budget

Sponsorships	Organised by the Uganda Institute of Public Administration

Courses Details

Educational level	Diploma courses leading to:
	i) Uganda Finance Officer's Diploma
	ii) Diploma in Administration for Local Authorities
	iii) Diploma in Office Management
Length of study	3-5 years for each diploma offered in 3 stages
Eligibility	Students with 4-6 passes at 'O' level or qualifying 9-month Preliminary Course by correspondence
Subjects taught	Prescribed subjects for each diploma course. Subjects offered in each case for the Final Certificate examination:
	i) Uganda Finance Officer's Diploma: Accountancy, Auditing, Economics & Commerce, Law, Local Authority Finance & Administration II, Statistics, Administrative Communication
	ii) Diploma in Administration for Local Authorities: Principles of Administration, Comparative Local Government, Administrative Law II, Planning for Development, Economics & Banking, Statistics, Administrative Communication
	iii) Diploma in Office Administration: Human Relations, Statistics, Economics & Banking, Administrative Law, Principles of Administration, Planning for Development, Office Management, Administrative Communication
Media & methods	Printed correspondence material

3. Ministry of Health, Health and Manpower Development Centre

Address	Distance Teaching Unit (previously Centre for Continuing Education) Ministry of Health P O Box 2190

Mbale
UGANDA

Contact	Mr Vincent-Paul NAWEYA (Co-ordinator) Dr Vincent OJOOME (Director)
Telephone	(+256 45) 3724

Date institution was established: 1982 (DTU in 1985)

Aims and objectives	i) To contribute to the rehabilitation of Uganda's rural health workers ii) To enhance the capacity of district health personnel to organise and carry out continuing education of Uganda's health workers
No. of staff	10
No. of students	1300 (April 1990)

Annual Budget

Budget allocation	1989-1994: Canadian $4.5m
Source of funding	Canadian International Development Agency (CIDA)

Courses Details

Educational level	Continuing education
Eligibility	Health workers and community development workers, particularly those based in the rural areas
Subjects taught	Courses in Community Health, Child Health, Communicable Diseases, Uganda's Essential Drugs Management Programme, Expanded Programme on Immunisation, Environmental Health, Family Planning, Gynaecology and Obstetrics, Helping Mothers to Breastfeed, Medicine, Mental Health
Media & methods	Printed course material

Research

Projects	The Coordinator and a training officer are currently evaluating the activities of the Distance

Teaching Unit, looking at i) the impact of distance education on health worker performance; ii) drop-out rates (currently at 25%); iii) delivery constraints.

Special Features

1. The Unit continues to try to establish distnct medical libraries for use by rural health workers.

2. The Unit adapts courses developed by AMREF in Kenya for use in Uganda.

3. The Unit was established in May 1985 as a component within the Centre for Continuing Education established in 1982 within the same Ministry.

4. Courses developed by the Unit, e.g., Environmental Health, Essential Drugs Management Programme, have been adapted for use in Kenya and Tanzania.

ZAIRE

COUNTRY PROFILE

Population	31 m
Area	2,345,409 sq km
Languages	French, Lingala, Kiswahili, Tshiluba, Kikongo
GDP per capita	US $ 189

OVERVIEW

INADES-Formation is a non-governmental organisation with an international outlook engaged in development projects in several countries in Africa. With its headquarters based in Côte d'Ivoire INADES-Formation has gone through a series of transformation by means of self-evaluation to discover what its main focus and role in development should be. Over the years there has evolved a firm conviction that development projects adopting distance teaching techniques should be their main focus.

In every case, the respective national offices cater for and administer to local needs, but always drawing inspiration and experience from the core of materials and personnel available from within the organisation. Under the heading, ***Special Features***, you will find details about activities with which INADES-Formation is involved in Zaire. As regards the other distance teaching institution, Institut National des Etudes Politiques, no recent information has been received.

The following references form the main sources which have been consulted in preparing the above review:

1. AFRICAN INSTITUTE FOR ECONOMIC AND SOCIAL DEVELOPMENT, African Training Center (1985) *What is INADES-Formation?*, Abidjan, INADES-Formation.

2. INADES-FORMATION (1989) *Rapport d'activite 1987-1988*, Abidjan, INADES-Formation.

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. INADES - Formation

Address B.P. 5717

Kinshasha
ZAIRE

Telephone	(+243 12) 30066
Contact	J SEGERS (Directeur)
Aims and objectives	To train and support people involved in development work, especially those living in rural areas
No of staff	16 (including 11 trainers)

Annual Budget

Source of funding	International, with local support for particular projects

Courses Details

Educational level	Course in basic agriculture to workers in rural areas
Eligibility	Anyone can enrol
Subjects taught	4 series each comprising 9 booklets: i) General agriculture and animal husbandry ii) The farmer's production iii) The famer's occupations iv) Extension
Media and methods	Printed correspondence materials, study group sessions

Special Features

1 INADES-Formation is involved in providing management courses for small business entrepreneurs.

2 INADES - Formation is active in the promotion of appropriate technology (via documentation).

3 There were nearly 4000 participants (1987-88) who attended the course in basic agriculture.

2 **Institut National des Etudes Politiques**

Address	39 ave Charles de Gaulle

B P 2307
Kishasha
ZAIRE

Special Features

Provides correspondence courses in economics, politics and social sciences parallel with its programme of evening classes for students with some secondary education.

ZAMBIA

COUNTRY PROFILE

Population	6.9 m (1988/89)
Area	752,614 sq km
Languages	English, Nyanja, Bemba, Tonga, Lozi
GDP per capita	US $ 350 (1988/89)

OVERVIEW

Zambia has had a tradition of distance education going back many years. As far back as the 1920s, correspondence courses provided in part the education at the disposal of many children of European farmers settled in the country. This tradition continued for several years until the pattern began to change during the1950s when a system of local examinations was introduced. Up till then, correspondence colleges based in Zimbabwe and South Africa fulfilled the needs of their clients living in Zambia. It was when local examinations were introduced in the mid 1950s that commercially-run correspondence colleges began to establish offices in Zambia. (*Southern Africa Distance Education Project*, 1986, p. 1)

The above educational situation reflects the limited provision which was at the disposal of all children of school age living in Zambia. For the indigenous people of the country, the situation was much worse and at all levels. The few who had been privileged to undergo training by correspondence study, however, were in a position to appreciate the merits of that system. It was, therefore, not surprising that even before independence was granted the Government, anxious to provide an alternative route to education, had authorised in 1964 the setting up of the Zambian National Correspondence College (PERRATON, H. (1983) p.2), followed two years later by the Department of Correspondence Studies at the University of Zambia. It later proved to be the case that the demand for places could still not be satisfied, even with the expansion into correspondence education.

Until 1980, the two institutions mentioned above represented the extent of Government's involvement in distance education in its attempt to reduce the chronic shortage of places in Zambia's education system. Later, the Government established a third correspondence college specialising in cooperative education for the benefit of staff employed in cooperative organisations. By then, Zambian National Correspondence College had changed its name to National Correspondence College.

Even though enrolment in primary schools had doubled in the ten years after independence, while secondary school enrolment had quadrupled during the same period, there were a lot more children of school age who were still being deprived of the opportunity of attending school. In addition, there were those seeking professional qualifications after their school career who were not being catered for. The commercially-run correspondence colleges were aware that they could satisfy the need in those areas, although the severe economic conditions of the 1970s eventually hit the quality of distance education offered at all levels in Zambia. (*Southern Africa Distance Education Project*, 1986, p. 1)

While commercially-run correspondence colleges currently have a presence in Zambia none of them appears to have their main offices there. The Central African Correspondence College and the Rapid Results College, for example, only have recruiting offices in Zambia. There are others which 'advertise their courses in the press, recruit students, and repatriate (externalise) the fees collected from students without fulfilling the requirements of registration in Zambia'. (*Southern Africa Distance Education Project*, 1986, p. 2). Their ability to compete in the education market with registered institutions in Zambia reflects that there is a gap which needs to be filled and which is being served by these commercially-run correspondence schools.

However, distance education provision by the National Correspondence College has achieved a growth rate which has also reformed its method of operation. Apart from the Direct entry students who study at home, there are those of school age who are encouraged to join a supervised study group where, under the guidance of a supervisor, they work individually on their correspondence lessons (UNIVERSITY OF LONDON, 1981, p. 3). The chronic shortage of places in traditional schools has led correspondence institutions to acknowledge their role to help ease the scarcity. At the same time, they are aware that the level of support provided to children of school age needs to be strengthened if the quality of correspondence education is to be comparable with that within the traditional school system.

The following references form the main sources which have been consulted in preparing the above review.

1. *Southern Africa Distance Education Project. Phase II Discussion Paper 2 Existing Provision of Distance Education in the Region.* (Country paper on Zambia). Study conducted by Deakin University as consultants to the Southern Africa Development Coordination Conference, the Government of Swaziland, and the Commonwealth Fund for Technical Cooperation, 1986.

2. PERRATON, H. (1983). *The National Correspondence College of Zambia and its costs: a case study.* Cambridge: International Extension College.

3. UNIVERSITY OF LONDON, INSTITUTE OF EDUCATION (1981?). *Distance Teaching in Developing Countries. Case Study: National Correspondence College Department of Continuing Education, Ministry of Education and Culture, Zambia.* Mimeograph.

4. NATIONAL CORRESPONDENCE COLLEGE (1985) *21 years of Corrspondence Education in Zambia*, Luanshaya: National Correspondence College

5. REPUBLIC OF ZAMBIA, MINISTRY OF EDUCATION, National Correspondence College (1986) *N.C.C. Annual Report 1985*, Lusaka: Ministry of Education

6. UNIVERSITY OF ZAMBIA, CENTRE FOR CONTINUING EDUCATION (1990) *Department of Correspondence Studies. Annual Report 1989*, Lusaka: Centre for Continuing Education

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. National Correspondence College

Address: Private Bag 20
Luanshya
ZAMBIA

Telephone: (+260 2) 510900/510615

Contact: Mr. C. B. CHISUNKA (Principal)

Date institution was established: 1964

Aims and objectives:

i) To facilitate access to education for men, women and young people who, for various reasons, have not had the opportunity to attend school

ii) To broaden access to education by identifying and encouraging non-formal learning

iii) To make education a life-long process

iv) To strive to transform every place where people gather, work, eat or play into a potential learning environment

No. of staff: 80 full-time (17 Academic, 5 Administrative, 58 Clerical), 74 part-time tutors

No. of students: 30,000+ (1989)

Approx. No. enrolled annually: 5000

Annual Budget

Budget allocation	K1,234,300 (c. US$123,430)
Source of funding	Government of Zambia, Ministry of Education

Courses Details

Educational level	Secondary: offers courses for children and adults at Junior Secondary level (6 subjects) and GCE 'O' level (in 8 subjects)
Eligibility	Available nationwide to adult and young workers. Also to children of school age
Subjects taught	English language, Mathematics, History, Civics, Health Science, Book-keeping at Junior Secondary level and the following at GCE 'O' level: English Language, Mathematics, Geography, History, Commerce, Economics, Principles of Accounts, Human Biology
Media & methods	Printed material, radio programmes, accompanying textbooks where appropriate, tutor-marked assignment, study centres

2. University of Zambia Department of Correspondence Studies

Address	University of Zambia P.O. Box 32379 Lusaka ZAMBIA
Telephone	(+260 1) 213221
Telex	UNZALA ZA44370
Contact	Dr. R.M.C. SIACIWENA (Head)

Date institution was established: 1967

Aims and objectives	To offer opportunities for university level study to those unable to attend full-time
No. of staff	25 (N.B. They also teach full-time students)
Total no. of students	701 (1989)

Approx. No. enrolled annually: 200

Annual Budget

Budget allocation	K893,949 (1989) (c. US$89,395)
Sponsorships	University of Zambia

Courses Details

Educational level	Diploma/degree. Diploma in Adult Education and undergraduate degree courses (BA[Ed] and BA)
Eligibility	University entrance requirements apply
Subjects taught	History, Philosophy, English, French, Linguistics (Tonga, Lozi, Bemba, Nyanja, Luvale, Kaonde, Lundra), Literature (English, African, American, European), Commercial and Management Studies, Public Administration, Education and Teaching, Educational Psychology, Education and Development, Sociology of Education, Mathematics, Economics, Social Studies, Government and Politics and International Studies, Sociology, Political Science, African Development Studies
Media & methods	Printed correspondence material, radio, television, video and audio cassettes, written assignments, face-to-face tuition

Special Features

1. Correspondence students are free to change their status to full-time students without losing their course credits.

2. A library book service is in operation for students enrolled on the programme.

3. There is a stipulation that students attend the University full-time for their final year of studies.

4. The range of courses has contracted: in 1972 there were 6 degree programmes and 60 courses available; today, it is 3 programmes and 29 courses.

5. Approximately 150 students per year transfer to full-time study for their final two years, having completed the first two years by correspondence study.

ZIMBABWE

COUNTRY PROFILE

Population	8.3 m (1988/89)
Area	391,109 sq km
Languages	English, Shona, Ndebele
GDP per capita	US $ 543 (1988/89)

OVERVIEW

Given that Zimbabwe was granted independence in 1980, the growth in the use of distance education to correct difficiencies within the educational system is encouraging. Distance education has also been effected to promote the Government's idea of mass education. The existence of commercially-run correspondence institutions goes back to the 1950s, when these enterprises had clients extending to neighbouring countries, such as Malawi and Zambia. Such a presence established the tradition which was to be adopted soon after independence.

Prior to 1980, the educational system made very little provision for the black indigenous population. Further, the political struggle of the 1970s meant that many of the young people who were engaged in the struggle for independence had little or no opportunity of being educated. The more fortunate ones benefited from the refugee schools in neighbouring frontline states, e.g., Angola, Zambia and Tanzania. So, the return to normality not only brought back an influx of refugees but also those who were returning as 'freedom fighters'. Government's policy to provide education for all meant that alternative strategies were necessary if the new education policy was to be implemented.

As much planning was necessary by the Ministry of Education once it was decided to adopt distance teaching methods for both the training of teachers as well as for the provision/production of materials for use in schools. Various departments within the Ministry were set up to undertake the development and implementation of policies for the various educational levels: ZINTEC (Zimbabwe Integrated Teacher Education Course) for teacher education for primary schools; Zim. Sci. (Zimbabwe Secondary School Science Project) for the development of science education by correspondence at secondary school level (and comparable to the one offered in the more established conventional schools); ZISSE (Zimbabwe Integrated Secondary School Education) which combines face-to-face teaching and distance education for those of school age who cannot be absorbed in the formal school system.

The range of government intervention and involvement is extensive, from school, through teacher education and university level to include the non-formal sector of education,in health and agriculture. That level of government commitment reflects the extent to which it considered it desirable to provide opportunities for as wide a range of the population as possible. In all this, the commercially-run institutions still have a part to play in their provision of distance education in Zimbabwe.

The following references form the main sources which have been consulted in preparing the above overview:

1. NYONI, SD (1985) *Implementation of Distance Education in Formal Teacher Training Colleges in Zimbabwe*, London: University of London, Institute of Education (DICE & IEC)

2. *Zimbabwe Case Studies. Presented at the Distance Teaching Course at the Institute of Education, University of London*. 1985

3. VISSER, J (1990) *Case Studies in Southern Africa: Angola, Lesotho, Mozambique, Swaziland and Zimbabwe*. Paper tabled at the UNESCO Seminar on Distance Education in Africa, held in Arusha, Tanzania, 24-28 September, 1990. Paris: UNESCO. Doc CA/Arusha/4/i

4 ZIMBABWE, MINISTRY OF PRIMARY AND SECONDARY EDUCATION (1990) *African Conference on Radio Education, Harare, Zimbabwe, 22-26 January 1990*, Harare: Monistry of Primary & Secondary Education; Newton, MA: Radio Learning Project

5 UNIVERSITY OF ZIMBABWE (1986) *Report of the Distance Education Feasibility Study*, Harare: University of Zimbabwe

INSTITUTIONS INVOLVED IN DISTANCE TEACHING

1. Central African Correspondence College

Address Gikon House
22 Pioneer Street
P O Box 2373
Harare
ZIMBABWE

Telephone (+263 4) 703128

Date institution was established: 1954

Branches at 1st Floor,
Chester House
Cairo Road
P O Box 32732

Lusaka
ZAMBIA

and others in ZIMBABWE at Gweru, Mutare and Masvingo

Telephone (+260 1) 211879

Aims and objectives to provide a sound agricultural training for anyone interested in the subject

Courses Details

Educational level Primary, Secondary, Continuing Education and Certificate/Diploma levels

i) Certificate in Agriculture

ii) Institute of Certificate Bookkeepers at 3 levels (Elementary, Associate, Fellowship)

iii) Institute of Administration and Commerce

iv) Institute of Salesmanship at 2 levels (Certificate and Diploma)

v) Clerk's course

vi) Courses at primary/secondary education levels
a) Primary courses
b) New Zimbabwe Junior Certificate
c) GCE 'O' level
d) GCE 'A' level

Eligibility Students who are registered to study

Subjects taught

i) Compulsory subjects in Animal Husbandry - Animal Structure and Function, Foods and Feeding, Animal Health; Crop Husbandry - Botany and Zoology, Soil Science, Agronomy and Plant Nutrition, Farm Management - Farm Accounts, Marketing, Farm Budgeting, Farm Planning. Several optional subjects are offered within the 3 compulsory subject areas

ii) Institute of Certificate Bookkeepers Elementary: English, Arithmetic (Commercial), Business Methods (Elementary Commerce), Elementary Bookkeeping

Associate: Bookkeeping, Commerce, International Commercial English, Business Studies
Fellowship: Accounting I, Mercantile Law, Economics (Theory), Auditing, Principles of Management

iii) Institute of Administration and Commerce
International Commercial English, Accounting I, Economic Theory, Mercantile Law, Principles of Management, Secretarial and Commercial Knowledge

iv) Institute of Salesmanship
Certificate: Salesmanship I, International Commercial English, Business Methods, Elementary Bookkeeping
Diploma: Mercantile Law, Economics

v) Clerk's course:
English, Arithmetic, Business Methods, Elementary Bookkeeping

vi) Primary/Secondary Education
a) Primary - courses at Grades 5, 6, and 7
English, History, Arithmetic, Geography
b) New Zimbabwe Junior Certificate
English, Science, Ndebele, Business Studies, Fashion and Fabric, Mathematics, Shona, Bookkeeping, Geography, Technical Drawing
c) GCE 'O' level
English Language, English Literature, Shona, English History, Ancient History, History of the British Empire, Religious Studies, Geography, Sociology, Mathematics, Physics, Chemistry, Biology, Human Biology, Principles of Accounts, Commerce, Economics
d) GCE 'A' level
Religious Studies, English Literature, Geography, Economics, History, Pure Mathematics

Length of period of study: Minimum of 2 years 6 months

Media & methods: Correspondence material, TMA (written and practical skills)

2. Zimbabwe Distance (Correspondence) Education College (Pvt) Ltd. 1980

Address Moffat Street/Albion Road
P.O. Box 316
Harare
ZIMBABWE

Telephone (+263 4) 700901/2/3/4

Contact Dr. S.D. NDLOVU (Director)

Date institution was established: 1980

Courses Details

Educational level

i) Certificate in Adult Education

ii) Certificate in Agriculture

iii) Secondary education - GCE 'O' and 'A' levels

Subjects taught

i) Certificate in Adult Education

Core area: Philosophy and Principles of Adult Education, Psychology of Adult Learners, Sociology of Adult Learners, Instructional Methods and Techniques in Adult Education

Optional area: Programme Planning and Evaluation, Administration and Supervision, Community Development, Techniques in Practice in Distance Education, Mass Education Models, Methods in Vocational-Technical Education

ii) Certificate in Agriculture

Core area: Animal Husbandry, Crop Production, Water Development, Soil Science, Farm Engineering, General Farm Management, Agricultural Cooperatives

iii) Secondary education: subjects offered are not specified

Media & methods Correspondence material, audio cassettes, video tapes, weekend courses

Special Features

Acts as a clearing house for educational institutions, e.g. London Chamber of Commerce.

3. University of Zimbabwe

Address	P.O. Box MP167 Mount Pleasant Harare ZIMBABWE
Telephone	(+263 4) 303211
Telex	24152 ZW
Fax	(+263 4) 303292
Contact	Dr. M.J. MATSHAZI
No. of staff	85 full-time and 7 part-time
Total no. of students	550
Approx. No. enrolled annually	600

Annual Budget

Budget allocation	Z$150,000 p.a. (US$75,000)
Source of funding	University

Courses Details

Educational level	i) Diploma in Adult Education ii) Postgraduate Diploma in Education iii) B.Ed. iv) M.Ed. (postgraduate taught)
Eligibility	University entrance requirements apply
Credit structure	Diploma 6 courses B.Ed. 12 courses M.Ed. 10 courses

Subjects taught	As programme specifies
Media & methods	Printed correspondence texts, audio-cassettes, residential school

4. Mutare Teachers College

Address	P O Box 3293 Paulington, Mutare ZIMBABWE
Contact	Mr A.I. VERA

5. Gweru Teachers College

Address	Private Bag 9055 Gweru ZIMBABWE
Contact	Mrs M.P. FORDER (Senior Lecturer in Distance Education)
No. of staff	62

Annual Budget

Source of funding	Student fees and government grants

Courses Details

Educational level	Teacher Training Programme - post secondary but below degree level (4 years duration)
Subjects taught	4 unspecified Arts subjects, languages, Science, Business studies, Home Economics, Physical Education, Audio-visual Aids
Media & methods	Correspondence /print, radio, practical work, assignments/projects (1985-86)

Special Features

The College is participating in a scheme organised by the Curriculum Development Unit to centralise distance-taught secondary teacher-training in Zimbabwe

6. Department of Agricultural, Technical and Extension Services

Address	P O Box 8117 Causeway Harare ZIMBABWE
Telephone	(+263 4) 707311
Telex	AGRIC 2W 2455/2456
Contact	Mr M. HAKUTANGWI (Chief Training Officer)

Date institution was established 1981

Aims and objectives	To implement the agricultural policy of Government through the provision of agricultural, technical and extension services
No. of staff	2 595
No. of students	17 595 (15 000 farmers)

Annual Budget

Budget allocation	Z$57m (c. US$28m)
Source of funding	Government of Zimbabwe

Courses Details

Educational level	Non-formal community/continuing education: i) In-service staff training ii) In service training for all officers iii) Master farming training iv) Extension training
Eligibility	Some programmes require relevant experience in order to qualify for admission
Subjects taught	For iii) & iv): Agriculture, Agricultural engineering, Estate and land management, Surveying, Communication and media studies, Conservation and restoration, Administration, Management.

	Curriculum development, Youth and community education
Media & methods	Printed correspondence texts, study centres, video, radio, residential schools

Special Features

AGRITEX has a resource library (of printed materials, video cassettes, slides, films) used by staff for reference purposes.

Other studies published in the series *Papers on Higher Education*: 1983-1989

1. *André Salifou*, Perspectives du développement de l'enseignement supérieur en Afrique dans les prochaines décennies (English & French versions). Unesco 1983, ED-83/WS/76.
2. *Michel Carton*, Tendances et perspectives de développement de l'enseignement supérieur dans la région Europe. Unesco 1983, ED-83/WS/77.
3. *Juan Carlos Tedesco*, Tendencias y Perspectivas en el Desarrollo de la Educación Superior en América Latina y el Caribe (English & Spanish versions). Unesco 1983, ED-83/WS/75.
4. *Omer M. Osman*, Perspectives of the Development of the University in the Arab region from the present to the year 2000 (English & Arabic versions). Unesco 1983, ED-83/WS/78.
5. *S.C. Goel*, Higher Education in Asia and the Pacific : A Perspective Study. Unesco 1983, ED-83/WS/99.
6. Study Service : a tool of innovation in higher education. (English & French versions). Unesco 1984, ED-83/WS/101.
7. *R. Goodridge, A. Layne*, A Digest of Unesco Studies and Documents on the Democratization of Higher Education. Unesco 1984, ED-84/WS/52.
8. *L.P. Laprevote*, Pour un bilan social de l'Université, instrument d'intégration de la communauté universitaire. Unesco 1984, ED-84/WS/58.
9. *C. Rakowske-Jaillard, A. Rochegude, H. Acoca*, La problématique de la pédagogie de l'enseignement supérieur et de la recherche pédagogique dans la perspective de la réforme globale de l'éducation en Afrique francophone. Unesco 1985, ED-84/WS/85.
10. *G. Berger, T.K. Thévenin, A. Coulon*, Évaluation des expériences novatrices sur la démocratisation dans l'enseignement supérieur. Unesco 1985, ED-85/WS/1.
11. *Prof. D' M.L. Van Herreweghe*, Étude préliminaire sur la nature et l'importance de l'enseignement relatif aux sciences de l'éducation dans les établissements d'enseignement supérieur. Unesco 1986, ED-86/WS/34.
12. *M^me^ E. Rakobolskaya, André Salifou, D. Lustin*, Trois études de cas sur la formation pédagogique des enseignants d'enseignement supérieur. Unesco 1986.
13. *Georges Thill, Xavier Marbille, Christiane Coene, François Hurard*, Structures de fonctionnement de la recherche et perspectives de coopération. Unesco 1986, ED-86/WS/63.
14. *Marcel Guillaume, Georges Thill*, Formation et recherche universitaires : leurs interrelations. Unesco 1986, ED-86/WS/64.
15. Annotated Bibliography of Selected Unesco Publications and Documents relative to Training and Research. Unesco 1986.
16. Stocktaking of Needs and Resources relative to Training and Research: Volume 1: Australia, Hungary, Kenya, Syrian Arab Republic. Unesco 1987.
17. *César A. Aguiar*, Análisis de las Necesidades y Recursos relativos al Adiestramiento e Investigación.
    Formación Superior y Desarrollo Cientifico en América Latina: Indicaciones preliminares sobre la integración de sistemas. Volumen 2: America Latina.Unesco 1987.
18. Inventory of Educational Research on Higher Education Problems Undertaken by Higher Education Institutions (Preliminary Version). Unesco 1987, ED-86/WS/122 Rev.
19. *Jagbans K. Balbir*, Aspects of Training and Research in Higher Education with Case Studies on India and Venezuela. Unesco 1987.
20. L'Enseignement supérieur et le Monde du Travail.
    Table ronde Unesco-Fédération internationale syndicale d'enseignement (FISE).
21. Mobilité et échanges universitaires en vue de favoriser la formation et la coopération internationales.
    Table ronde Unesco-Association des universités partiellement ou entièrement de langue française (AUPELF)

22. Fonctions et tâches, condition et statut du professeur d'université dans les sociétés de progrès.
Table ronde Unesco-Association internationale des professeurs et maîtres de conférences des universités (IAUPL).
23. *René Ochs*, The Recognition of Studies and Diplomas of Higher Education: the Contribution of Unesco. La Reconnaissance des études et des diplômes de l'enseignement supérieur : l'apport de l'Unesco.
24. Enseignement supérieur et interdisciplinarité : problèmes et perspectives.
Table ronde Unesco-Fédération internationale des universités catholiques (FIUC).
25. La Responsabilité des femmes dans la conduite de leur carrière et Enseignement supérieur.
Table ronde Unesco-FIFDU. Unesco 1987.
26. *R. Lallez, C. Tahiri-Zagret, A. Robinson, L. D'Hainaut*, Perspectives de l'évolution des systèmes de formation et des pratiques pédagogiques dans le cadre de la coopération internationale. Table ronde Unesco-Association internationale de pédagogie universitaire (AIPU) Unesco 1988, ED-88/WS/31.
27. *Braga, Meyerson, Noguchi, Nemoto, Serafimov*, The Impact of Satellite Technology on University Teaching and Research. Unesco-IAU, Unesco 1988, ED-88/WS/44.
28. Higher Level Distance Education and the Needs of Developing Countries.
Round Table Unesco-International Council for Distance Education (ICDE). Unesco 1988, ED-88/WS/46.
29. The Challenge for the University: providing education and meeting economic requirements.
Round Table: Unesco-International Union of Students (IUS), Unesco.
30. Les Responsabilités internationales du professeur d'Université.
Table ronde: Unesco-IAUPL, Unesco, 1988.
31. Higher Education: Problems and challenges for what future? Final Report, Unesco-NGO Collective Consultation 1988. (English and French versions), Unesco 1988.
32. Project Copernicus: Co-operation Programme in Europe for Research on Nature and Industry through Co-ordinated University Study. Round Table: Unesco-Standing Conference of Rectors, Presidents and Vice Chancellors of the European Universities (CRE), Unesco 1989.
33. Enseignement supérieur scientifique et technique: Nouvelles technologies de l'information et de la communication. Table ronde : Unesco-Association des Universités partiellement ou entièrement de langue française (AUPELF), Unesco 1989.
34. *R. Aspeslagh, D. Chitoran, A. Nastase*, Educational and Research Programmes of Universities and Research Institutes in the Europe region devoted to international understanding, co-operation, peace and to respect for Human Rights. Unesco 1989, ED-89/WS/76.
35. L'enseignement supérieur entre démographie et sociologie : diversifications institutionnelles et variations sociales — Polymnia Zagefka.
36. Higher Education Learning Resource Materials, Books and Journals: the Needs of Universities in Developing Countries. Round Table: Unesco-Association of Commonwealth Universities (ACU)